

**A COMPARATIVE STUDY BETWEEN THE USE OF SCAFFOLDING
TECHNIQUE AND WRITE PAIR SQUARE (WPS) TECHNIQUE IN
INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING
ABILITY AT THE FIRST SEMESTER OF THE EIGHTH
GRADE AT SMP WIYATAMA BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**

A THESIS

**Submitted as a Partial Fulfillment of
the Requirements for S1- Degree**

By:

SITI ZAHRA PAKAS

NPM. 1411040362

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG
2018/1440 H**

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**TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

A COMPARATIVE STUDY BETWEEN THE USE OF SCAFFOLDING TECHNIQUE AND WRITE PAIR SQUARE (WPS) TECHNIQUE IN INCREASING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP WIYATAMA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By:

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In English, there are four skills that should be mastered by students, example; listening, speaking, reading, and writing. Writing is the produced skill, because the produce skill writing has an important role in English produce language. Most of the students in SMP Wiyatama Bandar Lampung especially in eighth grade were still have difficulty to writing in English. The problems were they have low motivation in writing, they were not interested in the writing and also they did not know how to start for writing.

The aim of this research is to investigate whether is there any significant differences of the achievements in writing descriptive text of students which one is better teaching by using Scaffolding Technique and Write Pair Square (WPS) Technique. This research was Statistic Group Comparison that used Simple Random Sampling. There were two groups that were given different treatment. The first group was the experimental class 1 as VIII C that was taught by using Scaffolding Technique, and the second group was the experimental class 2 as VIII B that was taught by using Write Pair Square (WPS) Technique.

The result of this study showed that the average of Pre-Test scores before treatments of the two groups were for the mean in experimental class 1 were 40.36 and in experimental class 2 were 38.43. The means score after treatments of Post-Test scores were 73.62 for the experimental class 1 and 75.90 for the experimental class 2. The result of the calculation was found that the null hypothesis (H_o) was refused and the alternative hypothesis (H_a) was accepted. The result of data analysis showed that the result of T-test is 3.628 and the result of T-critical is 2.056, because the T-observed > T-critical. It means that there was a significant different achievement between the students those which one was better after teaching by using WPS and those which one was better after teaching by using Scaffolding toward students' descriptive text writing ability.

Keywords: *Scaffolding Technique, WPS Technique, and Descriptive Text.*



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ADMISSION

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DECLARATION

Hereby, I state this thesis entitled “A Comparative Study Between The Use Of Scaffolding Technique and Write Pair Square (WPS) Technique In Increasing Students’ Descriptive Text Writing Ability At The First Semester of The Eighth Grade At SMP Wiyatama Bandar Lampung In The Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, December 2018
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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun. By the Pen and the (Record) which (men) write. (Al-Qalam: 1)¹

¹Abdullah Yusuf Ali, "The Meaning Of Holy Quran New Edition With Revised Translation, Commentary And Newly Compiled Comprehensive Index, Amana Publications", 1999., p. 412

DEDICATION

All praises be to Allah the Almighty for blessings me, so that I am able to finish this thesis. This thesis is proudly dedicated to:

1. My beloved father Sufarzi SG and mother Sukasih, who keep on praying for my life and success then always given me support. I love them so much.
2. My beloved sisters they are Ade Pratidina Pakas, S.Kom., and Ammar Muna Pakas, also my brother Muhammad Mubarak Pakas and my big family for their supports.
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6. My beloved lectures English Education Study Program UIN Raden Intan Lampung.
7. My beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Siti Zahra Pakas was born in Bandar Lampung on April 15th, 1996. She is the second child of four children of Mr. Sufarzi SG and Mrs. Sukasih.

She graduated from TK Arrusydah 1 in 2002. Then she continued her school to MIN 1 Tanjung Karang Bandar Lampung in 2008. Then she continued her school to SMPN 8 Bandar Lampung and graduated in 2011. Afterwards, she continued her study in SMAS YPI Bina Mulya Bandar Lampung and graduated in 2014. After finishing SMAS YPI Bina Mulya Bandar Lampung, she continued her study to UIN Raden Intan Lampung.

When she studied in UIN Raden Intan Lampung, she followed some organizations, they were: UKM Bahasa and ESA (English Students Assosiation).

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In the name of Allah The Beneficent and The Merciful

All praises be to Allah, Lord of the world, who has been giving me His blessing, grace, health, power, inspiration, and everything to me, so I can accomplish this final project. Peace and salutation be upon Prophet Muhammad SAW, his families, his companion, and his followers.

This thesis is presented to Departement of English Education at Faculty of Tarbiyah and Teachers' Training of Raden Intan State Islamic University Lampung as partial fulfillment of the requirements for the Degree of S.Pd. (S-1) in English Education.

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Finally, nothing is perfect and neither is this final project. Any correction, comment, and criticism for the betterment of this final project were always open heartedly welcome.

Bandar Lampung, November 2018
The Writer,

Siti Zahra Pakas
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CHAPTER I

INTRODUCTION

A. Background of the Problem

As a social creature, the human should communicate with the others, one of the ways to communicated is with the Language. Language is a staple key for human life in this world, because of the language people can interacted with each other and the language is a resourced for social life.

English is language that much be learned because English as international language. Consider this fact and the importance of English in people's life today, especially in education. According to Ma'mur that today, In the field of education in Indonesia since the early days of independence. The English language has been used as the one of the compulsory foreign language taught at all education level from secondary school to university.¹ Herein, English is one of the most popular languages in the world. People used it either as the first foreign or a second language. English was used by many people in many countries.

¹Ilzamudin Ma'mur, *Mambangun Budaya Literasi; Merentas Komunikasi Global* (Jakarta: Diadit Media, 2010), p. 53

In teaching English, there are four skill should be taught. They are listening, speaking, reading and writing. Writing is communication tool to express meanings indirectly. According to Hyland that today, Writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her own views on a topic.² It means that writing is an activity of forwarding messages using written language. Writing involves some language components (spelling, grammar, vocabulary and punctuation). Without this skill people was not be able to shared their ideas through writing textbooks, novel, newspaper, magazine and others.

People actually has to performed their writing skill throughout their life for academic and occupational purposes such as composing simple stories, writing letters, reports, papers, theses and so forth that can be accessed by people all over the world. As Dietsch stated that skill in writing is crucial for seceding in college and for advancing a carrer.³ Futhermore, writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communivation.⁴ In a row, they could learned and commit the new language to their memory as they go along with the process of writing sentences of texts. Consequently, the skill of writing in English is

²Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2004), p.9

³Betty Mattix Dietsch, *Reasoning and Writing Well; A Rhetoric, Research Guide, Reader and Handbook*, 3rd Eddition, (New York: McGraw Hill, 2003), p.3

⁴Jeremy Harmer, *How To Teach English*, (Essex: Pearson Education Limited, 1998), p. 79

important to be mastered by all people, especially by English foreign students.

Writing is one of the basic language skills that should be mastered by Junior High School students. Descriptive writing depends on details of language to bring a subject to life. By describing one person, place, or thing with vivid detail, a writer can create a descriptive scene in the reader's mind. Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.⁵ It could be seen that Writing Descriptive text is taught by the teacher in order to make students know how to describe themselves and their surrounding though it is still in a simple way.

The teacher must give something new in the learning process, so students will not feel boring. Students will enjoy something looks interesting. The teacher needs to make a good attractive learning which process for students in the class. The students need something new and fresh in the learning process. They have big curiosity of something they see at the first sight. The students always find difficulties to know something. Sometimes their movements are noisy and disturbing the other students. It causes of their feeling bored with the learning process.

⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994),. p. 89

Based on preliminary research on August 07th 2018, the students' ability at the first semester of the Eighth Grade at SMP Wiyatama Bandar Lampung, has difficulties in understanding descriptive text. To get the data from preliminary research, some questionnaires it was be applied to the students and also the interview was be applied to the English teacher. The result of the interview and the questionnaire could be seen on appendices 1a and 1b.

Based on the result of score descriptive text and data from the teacher related to the students and also the result of interview with the teacher, these were analyzed on descriptive text score was showed that the students' ability in writing descriptive text is under average. It happened because of some problems; the students have low motivation in writing, the students were not able to write correctly, they have low vocabulary, the students were not interested in the writing and also they can not know how to start for writing. The teacher also did not used the both of the techniques they were Scaffolding and Write Pair Square (WPS) techniques for teaching learning descriptive text writing.⁶ It could be seen on the table 1 below:

⁶Source: Ms. Ati Sulasmi, S.Pd.ing as English Teacher in SMP Wiyatama Bandar Lampung, Bandar Lampung.

Table 1
Students' Score of Descriptive Text Writing at the Eighth Grade of
SMP Wiyatama Bandar Lampung in the Academic Year of 2018/2019.

No.	Class	Students' Score		Number of Students'
		≥ 72	< 72	
1	A	9	17	26
2	B	7	14	21
3	C	4	17	21
Total		20	48	68
Percentage		29.41%	70.58%	100%

Source: English Teacher in SMP Wiyatama Bandar Lampung

From the above, the total students categorized failed were higher than the passenger category. There were 48 students in categorized failed and 20 students in passenger categorized. In a row, the students' descriptivetext writing ability is under average and not suitable from the criteria of minimum mastery (KKM) at the school, the KKM of this school is 72.

To handle these problems, an English teacher should find appropriated technique or aid that can be used to help students increase their participation in the class and make they interested in writing, then the teacher must choose the suitable technique. It was easier for the students if the teacher used the suitable technique to teach them about descriptive text. There were many techniques that could be applied in teaching descriptive text, there were: Free Writing, Scaffolding, Clustering, Write Pair Square, and many more.

The used of Scaffolding Technique and Write Pair Square (WPS) Technique in teaching of writing descriptive text it focused on this research. There were actually a lot of techniques that can be motivated and actively involved students in English teaching – learning process. One of those techniques is Scaffolding Technique. Scaffolding is a learning activity is connected with real world to reach purpose through using the simple language, pictures is seen by teacher, cooperative learning, and prepares the previous learning by teacher.⁷ Belland said that which uses problem-based learning approach assisted scaffolding to help students build critical thinking skills and creativity of students.⁸ Based on theories above by using Scaffolding, the students was not feeld bored, given more attention and developed ideas to write. When they feel interested in learning English and then the teacher was easier to deliver the material and reach the goal of teaching and learning.

According to the previous research by Daud Yusuf, he said that the analyses of student texts imply that the use of scaffolding in teaching writing leads to the improvement of students' writing performance, not only in terms of score, but also in terms of its schematic structure, content,

⁷Veeramuthu,A., Veerappan,L., and all friend. *The Effect Scaffolding Technique in Journal Writing Among The Second Language Learners*, (2011), p 934.

⁸Peter Elbow, *Writing Without Teachers*, (London: Oxford University Press, 1978), p.8

and language.⁹ Herein, this technique was appropriated to achievement indicators of score students writing.

According to another previous research conducted by Yulis Yasinta, she said that using scaffolding techniques in writing descriptive text is effective. It was concluded that there was a positive effect of using scaffolding techniques toward students' skill in writing descriptive text.¹⁰ By this technique the student can get more positived effect for writing skill in descriptive text.

Additional, Budi Kurniawan on his thesis, he said that there was an improvement in the students' writing skill in several component of writing; content, organization, vocabulary, language use and mechanic after using of Scaffolding.¹¹ In a row, this technique made exacted the student achievement for writing based on the several components.

Based on explanations above, it could be concluded that Scaffolding is technique where do every steps when the students' could elaborated their own word, ideas and also their experiences to build students' critical thinking for developed an ideas. This technique is to know whether students' skill to increased the writing descriptive text.

⁹Daud Yusuf, *"The Use of Scaffolding in Teaching Writing"* (Pre-experimental Study of Grade X Students at SMK Budhi Cendekia Bandung). Accessed on September 10th, 2018., p.72

¹⁰Yulis Yasinta. *"The Effectiveness of Using Scaffolding Technique Toward Students' Skill in Writing Descriptive Text"*. (A Quasi-Experimental Study of Eight Grade of SMP Al-Zahra Indonesia). Accessed on September 10th, 2018., p 42.

¹¹Budi Kuriawan. *"The Effect of Scaffolding Strategy Towards Students' Writing Skill in Recount Text at Class VIII of Junior High School 4 VII Koto Sungai Sarik"*. Accessed on September 11st 2018., p. 66

Besides Scaffolding Technique, there was another technique, called Write Pair Square (WPS) Technique.

According to previous research by Lena Marsela, she said that success of students' writing ability. Furthermore, it will be true that teaching writing will be influenced by the teaching technique which is used by the teacher.¹² Herein, this technique was produced their participation as team work with the activity such as their write an own original worked, their work with their partner to got the other idea, and their discussed the result with the teacher.

According to previous research by Dwi Arni Siti Margiyanti, she said that the response is something that becomes the key of this learning process. This strategy provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. By doing this step, students are supposed to be critical and creative to respond a question dealing with the theme given by the teachers.¹³ It means that the student can produced the text by received their partner idea related to the theme.

¹²Lena Marsela, "*The Effectiveness of Using Write Pair Square Technique Toward Students' Writing On Descriptive Text (An Quasai Experimental Research at the first grade of SMPN 2 Petir Serang In the academy year of 2017/2018)*", Accessed on October 22th, 2017., p. 24.

¹³Dwi Arni Siti Margiyanti. "*The Use of a Write-Pair-Square Strategy to Improve The Students' Active Participation in Writing Descriptive Text. Kesatria 2 Semarang Senior High School, Indonesia*". Accessed on June 20th, 2018., p. 85.

Based on explanations above, it could be concluded that Write Pair Square is a technique that is because it covers both groups and pair works. Moreover, it seems like it is preferable in increasing their writing skill. Working in groups can not only increased the student active participations but also build their social skill development, improve communication, enhance independence and accountability.

Those techniques was help students to developed the main idea and supporting details of descriptive text and also wants to know which one of the both of techniques were better to increased in teaching descriptive text. Hence, the problem above was acted out in a research entitled: A Comparative Study Between The Use of Scaffolding Technique and Write Pair Square (WPS) Technique in Increasing Students' Descriptive Text Writing Ability at the First Semester of the Eighth Grade at SMP Wiyatama Bandar Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Referring to the background of the study above, the identification of the problem as follows:

1. The students are not able to write descriptive text correctly.
2. The students have low vocabulary and grammar.
3. The teacher does not use appropriated technique.

C. Limitation of the Problem

Referring to the identification of the problem above, this research was to find out which technique better after teaching the students' descriptive text writing ability using Scaffolding Technique and Write Pair Square (WPS) Technique in Increasing Students' Descriptive Text Writing Ability at the First Semester of the Eighth Grade at SMP Wiyatama Bandar Lampung in the Academic Year of 2018/2019.

D. Formulation of the Problem

Based on the background above, the problem formulated as follows : Is there any significance different better after teaching the students' descriptive text writing ability using Scaffolding Technique and Write Pair Square (WPS) Technique?

E. Objective of the Research

The objectives of the study was intended to find out which technique better after teaching the students' descriptive text writing ability using Scaffolding Technique and Write Pair Square (WPS) Technique?

F. Use of the Research

a. Theoretically

Theoretically, the result of the research was expected to be used to support the theory which was explained in the next chapter about a comparative study between Scaffolding Technique and Write Pair

Square (WPS) Technique in increasing students' descriptive text writing ability at the Eighth Grade of Junior High School.

b. Practically

a) For the students

The students was got easier technique to write descriptive text by using Scaffolding Technique And Write Pair Square (WPS) Technique.

b) For the teacher

To given information for the English teacher, especially at the Eighth Grade of SMP Wiyatama Bandar Lampung, that Scaffolding Technique and Write Pair Square (WPS) Technique are more effectived to be used in increasing students' descriptive text writing ability.

c) For the researcher

The researcher was knowed about the students' descriptive text writing ability especially by using Scaffolding Technique And Write Pair Square (WPS) Technique in increasing students' descriptive text writing ability and the research to find out the significant who better after teaching the both of techniques.

G. Scope of the Research

Scope of the research as follows;

a. Subject of the research

The subject of the research was the students at the Eighth Grade of SMP Wiyatama Bandar Lampung in the academic year of 2018/2019.

b. Object of the Research

The object of the research was used Scaffolding Technique and Write Pair Square (WPS) Technique in increasing students' descriptive text writing ability.

c. Time of the Research

The first semester in the academic year of 2018/2019 was conducted in this research.

d. Place of the Research

In SMP Wiyatama Bandar Lampung was conducted in this research.

CHAPTER II

FRAME OF THEORIES

A. Concept of Teaching English as a Foreign Language.

The profession of a teaching, it is the action of a person who teaches and also it is imparting knowledge or skill. According to Brown, Teaching is facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.¹ Herein, teaching is a proccessed that should be done by teacher based on the experiences, knowledge, and material preparation the aim of teaching could be reached. It is also hoped that at the end of teaching English as a foreign language activities students was understand the subject that is taught.

The grammatical rules of English and errors are always corrected by learnt English in Indonesia by talking about it. For language learners in Indonesia, where English is not spoken in the society, accuracy is the focus in learning English.² It means that learning English as foreign language it is not so difficulties if the students do a lot of practice and were exposed to situation that content English elements in it. In Indonesia, English becomes a foreign language. Therefore, English is

¹H.D. Brown. *“Teaching by Principle an Interactive Approach to Language Pedagogy”*, Second Edition, New York, Longman, 2001., p.7

²Ag Bambang Setiyadi, (First Published 2006), *“Teaching English As A Foreign Language”*. (Yogyakarta: Penerbit Graha Ilmu, 2006), p.21

very important to be learned by students' in elementary school up to university.

The influenced by ideas on the nature of language (language theories) and the learning conditions that make students to acquired the language (learning theories), that is Language Teaching. Differences in language theories may affect the selection of teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learners his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives.³ In addition, based on Ar-Ruum verse 22 explained:

وَحَتَّالْفُ أَلْسِنَتِكُمْ وَ أَلْوَانِكُمْ وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَاوَاتِ
وَالْأَرْضِ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَالَمِينَ

Meaning: And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours, Lo! Herein indeed are

³Ag Bambang Setiyadi, *Op Cit*, p.20.

portents for men of knowledge.⁴ So, language is very important because it is always used by people to communicate to share information with other people by messages. English is language in the world and learnt by many people around the world. People can communicate with other people from different country by using English.

Based on explanations above, it could be concluded that the using of English language by learning about all things related to English. The teacher should teach the experience to the students about English, so the student was get the subject English is. The students also think that the English is the important language in this era, so they must practiced both of them outside in the classroom and inside in the classroom to keep the ability of their English language.

B. Concept of Writing

1. Definition of Writing

Writing can be used as means to express the writer idea based on him/her experience knowledge. Writing is a skill required in written communication. There are several definitions given by some experts about writing. According to Flynn and Stainthorp, Writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people.⁵ It means that if someone wrote

⁴Al-Jazari, Syaikh Abu Bakar Jabir, "*Tafsir Al-Quran Al-Aisar (Jilid 5)*". (Jakarta Timur: Darus Sunnah Press, 2008).

⁵Naomi Flynn and Rhona Stainthorp, "*The Learning and Teaching of Reading and Writing*". (West Sussex: whurr Publishers Limited , 2006), p. 34

something based on their experience, they were giving the information about their ideas to the reader in written form.

According to Hyland, Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.⁶ Herein, by writing could make someone shares what their ideas and could produce what they have written related to something they want to write about.

Besides that, writing is used as an aidememoire or practice tool to help students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students.⁷ Writing is the one of the produced skill, with this skill the student can elaborate their ideas by writing something related to the topics they were going to write.

From explanations above, it could be concluded that in writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader. They can write based on the topic, this practice created the student has habitual to writing.

⁶Ken Hyland, (1th Published), "*Second Language Writing*". (New York: Cambridge University Press, 2003), p.9.

⁷Jeremy Harmer, (2nd Edition), "*How To Teach English*". (Oxford: Sixth Impression 2010), p. 113.

2. Process of Writing.

Good writing brought effective communication. Surely, people expect that they can write effectively. They want to the message or the idea they want to share can be conveyed well to other people through their writing. However, to be able to make an effective writing needs a process. The writer should go through that process. They cannot expect their writing will be good if they write quickly or in short time. As what Close said, “You cannot expect to write a polished piece quickly any more than you can expect to plan a big event-such as wedding-quickly”.⁸ It means that the writing proccessed is an important thing that you must be understood.

Miller divided the process of writing into prewriting, drafting, revising and editing stages and he explained that the stage in writing process is not as a fixed sequence but as a dynamic and unpredictable process in which there is no obligation to complete one stage before beginning others.⁹ Herein, the students should know the way about the proccessed of writing, so they could make a good written form to show the others.

Harmer stated that writing process is divided into four stages. They were:

⁸Barbara Fine Clouse, *The Student Writer; “Editor and Critic 7th Edition”*, (New York : McGraw Hill, 2008), p.33

⁹Robert Keith Miller, *“Motives for Writing 5th Edition”*, (New York: McGraw Hill, 2006), p.27.

a. Planning

They were felt the experience writing that plan their write. Before starting to write or type, they try and decide what it was they were going to say. Their try to may involve making detail notes. When planning, they have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience were writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

c. Editing (reflecting and revising)

They have to produce a draft. Then, usually read through what they have written to see where it works and where it doesn't.

d. Final version

They have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁰

Besides, In line with Harmer, "Writing process is the stages a researcher goes through in order to produce something and its final

¹⁰Jeremy Harmer, *"How To Teach Writing"*, (New England: Pearson Education Limited, 2004), sp. 4

written form. This process may of course be affected by the content of the writing, the type of writing (letters, essays, descriptive, or novel) and the medium it is in (pen and paper computer word file, etc.).”¹¹ Herein, Writing process determines the produced of written form because all of that way must be done followed.

Based on the definitions above, it could be concluded that writing is a process of produced some written by their ideas form organization of written language well which require some stages for produce it. Process of writing is a result that is got by a process to construct some aspects of writing like grammatical and him/her knowledge or experience. In writing skill the students should be able to produce the language based on the writing rules, so the reader can understand easily about their written.

3. Purpose of Writing.

The students certainly has purposed when they write something on paper. They has to considered the purpose of their writing because it was only influenced the type of text they could produced but also the language used they has to choosen and the information they has to provided.

When they write, it may want to express their feelings to explore and idea or perhaps to entertain or to amuse their reader, to inform people or explain and idea, to argue for ar against an idea in order to persuade

¹¹*Ibid*, p. 5

others, to believe or act in a certain way, to evaluated or solve problem, and to mediate or negotiate a solution in a tense or difficult situation.¹² Herein, they should has the preparation before write something like an idea, an argument and a feel, so it has been a good written to inform to the reader.

In addition, Stone stated that a creation or a writing that writers made should be based on a specific purpose in their mind. As the writer, they have to ask themselves about what they want from their readers, whether they want to persuade, inform, or entertain the readers. According to him, The purposes of writer to write are to PIE; to persuade, to inform, and to entertain. He used that acronym to make it easier to remember.

a. To persuade

Writing to persuade means that we write something that will make the readers take an action, do something, or change their belief as we suggested in our writing. Advertisement is one of the examples of writing to persuade.

b. To inform

Writing to inform means that we want to make the readers know about a new thing, place, issue, etc. that we want to share through

¹²Colorado State University, “*Types of Purposes*”, 2014, (<http://writing.colostate.edu>) Accessed on January 11th, 2018.

our writing. The examples of writing to inform are newspaper, magazine article, laboratory report, and etc.

c. To entertain

Writing fiction stories and non-fiction stories that reflect writer feelings and experience are writing to entertain the readers. From that writing, the readers are expected to be able to decrease their stress and to take life lesson implied in the story.¹³

Based on those definitions, it could be concluded that writing is one of ways to convey their views about some topics in written form. In writing, the student could do communication with reader because writing can be secondary representative for their feelings become written form. Practice and more references were important in writing to produced language based on the writing rules.

C. Concept of Writing Ability

The ability of writing must be followed by the students who want to write something. Writing is regarded as an extension of grammar and a means of reinforcing language patterns through habit formation and testing learner ability to produce well-formed sentences.¹⁴ It could be seen that writing is a complex process, which the student do not only explore ideas and concrete to be realized in a text but also test of students ability to make a writing correctly. Writing ability is the skill of a writer

¹³Randi Stone, “*Best Practices for Teaching Writing*”, (California: Corwin Press, 2007), p.34.

¹⁴Hyland, *Op.Cit*, p.3.

to communicate information to a reader or group of reader.¹⁵ Herein, writing ability is an ability to convey ideas between the reader and the writer.

According to Heaton, Five major aspects were accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there were:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use of word/idiom).
- d. Language use (the ability to write appropriate structure)
- e. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁶

These aspects that can be used by teacher, lecturer, or writer to asses the students' writing ability. From those five aspects we can evaluate the students' writing ability. To accomplish good writing, the researcher also work hard to find right ways to do it. As bad written will be appearing ambiguous meaning in readers' mind. It shows that writing ability is very important to know it especially to get an excellent writting. Brown gives some tips that can help to improve writing ability:

- a. Use acceptable grammatical systems (e.g tense, agreements,

¹⁵ Sanggam Siahaan, "*Issues in Linguistics*". (Yogyakarta: Graha Ilmu, 2008), p.22.

¹⁶J.B. Heaton, "*Writing English Language Test*".(New York: Longman, 1988), p.135.

pluralization, patterns and rules).

- b. Express a particular meaning in different grammatical forms.
- c. Use cohesive device in written discourse.
- d. Use the rhetorical forms and conventions of written discourse.
- e. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- f. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification.
- g. Distinguish between literal and implied meaning when writing.
- h. Correctly convey culturally specific references in the context of the written text.
- i. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer, and instructor feedback and using feedback for revising and editing.
- j. Brush up on grammar and style.¹⁷

Based on those explanations, it could be concluded that writing ability is an ability to express ideas to someone or even for public, writing is not only activity of arranging words but also when people

¹⁷H.Douglas Brown, *Teaching by Principle an Interaction Approach to Language Padagogy*". (New Jersey: Longman, 1994), p.343.

write, they should organize the rule of writing at least they write their ideas to be a good proper who uses aspect such as content, organization, vocabulary, language, and mechanics.

D. Concept of Teaching Writing

The process of teaching writing has been done in a way that must be observed of it, so the students must be given knowledge about procedural on the writing process, after the students have been given knowledge about procedural after that the teacher needs to test her/his students. For example, the students were asked to make several sentences to look their abilities in making sentence after being taught whether they can write prefectly or not.

Not only learning about how to make good writing ideas, but also the students should know how to make their writing better than before at the rule of putting the positions of their words. Harmer stated that students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.¹⁸ He added in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

¹⁸Jeremy Harmer, "*The Practice of English Language Teaching*". (London: Longman, 1999)., p. 128

a. Pre-writing Activity

In pre-writing activity, they have given an apperception to the students by asking the questions. Then the teacher gave motivation by giving an example of descriptive text by using Scaffolding and Write Pair Square (WPS) techniques.

b. Whilst-writing Activity.

In whilst-writing activity, was explained the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of descriptive text by using Scaffolding and Write Pair Square (WPS) techniques.

c. Post-writing Activity.

The last is post-writing activity. In this section, was asked to students make a descriptive text by using Scaffolding and Write Pair Square (WPS) techniques. After that the students should check their work. It was done to find out the mistakes of some aspects of writing. After that the students can rewrite their work and the researcher also asks the students to submit their work.¹⁹

Based on those explanations above, it could be concluded that teaching writing is focus on product and writing process and the procedures of teaching writing were pre-writing activity, whilst-writing

¹⁹*Ibid.*, p. 128

activity, and post-writing activity, so the researcher was focused on the product to that writing or on the writing itself.

E. Concept of Text

The meaningful of linguistic unit in a context it is a text. It is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.²⁰ Herein, text is a number of words to give a message to somebody in written or spoken.

The text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²¹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.²² Herein, text is used as a communication by the teacher with organized the structure of the text on grammatical of words, clauses and sentences.

The text structure is how to produced and interpret a unified and coherent text and how to select and use the correct grammatical aspects a

²⁰Mark Anderson and Kathy Anderson, *Text Type in English*.(Australia: Mackmillan, 1997), p.1.

²¹Ken Hayland, *Teaching and Researching Writing*. (2th Edition) (Edinburgh Gate: Pearson, 2009), p.8.

²²Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.(Sydney: University of New South Wales Press Ltd, 2005), p.29.

certain unified and coherent text.²³ According to Emilia that a text has texture and good characteristic, as follows:

a. Coherence

Coherence refers to a group clauses or sentences relate with the context. Coherence divided into situational coherence and generic coherence. Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the researcher relates each part from the text.²⁴

Based on those explanations, it could be concluded that a good text is a text that relates with the theme, used correct grammatical and generic structure appropriate with the text, and can understood by the reader.

F. Kinds of Text

According to English Syllabus of School Based Curriculum (K13), the teaching of writing for students of Junior High School involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching of writing to students. There were many kinds of text types in writing such as narrative text, recount text, new items, procedure text,

²³Sanggam Siahaan and Kisno Shinoda, “*Generic Text Structure*“.(Yogyakarta: Graha Ilmu, 2008), p.3.

²⁴Emi Emilia, “*Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*”.(Bandung: Rizqi, 2011), p.8.

descriptive text, report text, and so on. The explanation about those kinds of text, they were:

a. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

b. Recount text

Recount text is a text which retells events or experiences in the past. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

c. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

d. Procedure text

Procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a

sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction.

e. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

f. Report text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To presents information about something, as it is.

g. Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

h. Spoof text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function. Its social function is to entertain and share the story.

i. Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce

the main ideas of the text. The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

j. Explanation text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

k. Discussion text

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

l. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. Its purpose is to critique or evaluate an art work or event for a public audience.

m. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.²⁵

Based on those explanations, it could be concluded that there were many kinds of the text. The kinds of the text must be mastered by the students in writing for increasing the students' writing abilities. In this research, it was chosen descriptive text to know the significance better after teaching of using the Scaffolding Technique and the Write Pair Square (WPS) Technique in increasing students' descriptive text writing ability.

G. Concept of Descriptive Text

1. Definitions of Descriptive Text

There were many types of writing text, such as descriptive, narrative, recount, and procedure. Therefore, this research focus on descriptive text. Additional, Wardiman says "Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing."²⁶ In line with Linda Woodson, "Description in writing is the process of creating visual images and sensory impression through

²⁵Inda Susanti, "Improving Student's Ability at Writing Descriptive Text by Using The Learning Cell Learning Strategy at The First Year of Mts Yayasan Islamiyah Medan in 2016/2017 Academic Year". UIN –SU Medan, 2017., p. 7-10. Accessed on March 31st, 2018.

²⁶Artono Wardiman, et. al. "English in Focus: for Grade VII Junior High School(SMP/MTs)", (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122

words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view."²⁷ Herein, the descriptive text is that make the reader know about how's looked like an object they were particular person, animal or thing, and the result is that to inform an audience related to the writers viewed.

According to Setiawan, The purpose of the descriptive text is to describe person, something, place and animal with specific. Descriptive text is clarifying one person/thing/place/animal with special manner. There are more information about an object that will be described in descriptive text such as information about person/thing/place or specific animal with explicit and detail. Descriptive text often used specific noun, detailed noun phrase, relational process, figurative language and kind of adjective.²⁸ Besides, Description gives sense impressions – the feel, sound, taste, smell, and look of things. Emotions may be described too – feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.²⁹ It could be seen that the purpose of the descriptive text is clarifying person, place, animal or

²⁷Linda Woodson, *"From Cases to Composition"*, (University of Texas: Scott, Foresman and Company), p. 73

²⁸Otong Setiawan, *"Essay Writing"*. (Yrama Widya, Bandung: 2009)., p. 153

²⁹George E. Wishon, Julia M. Burks. *"Let's Write English"*. Litton Educational Publishing, Inc. (New York: 1980)., p.128.

thing with special manner. There was more information about an object that has been described in descriptive text such as information about person, place, animal, or specific thing with explicit and detail. The result of the descriptive text that made the reader felt visualized about the description.

It could be concluded that descriptive text is the text that describe about person, animal, thing related to the physical, the appearance, and the personality of the objects.

2. The Generic Structure of Descriptive Text

Descriptive is a type of written text, which has specific function to give description about an object (human or non human). Based on the rhetorical structure in descriptive text, there are two elements in descriptive text concluding identification and description. Identification is the statements which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.³⁰

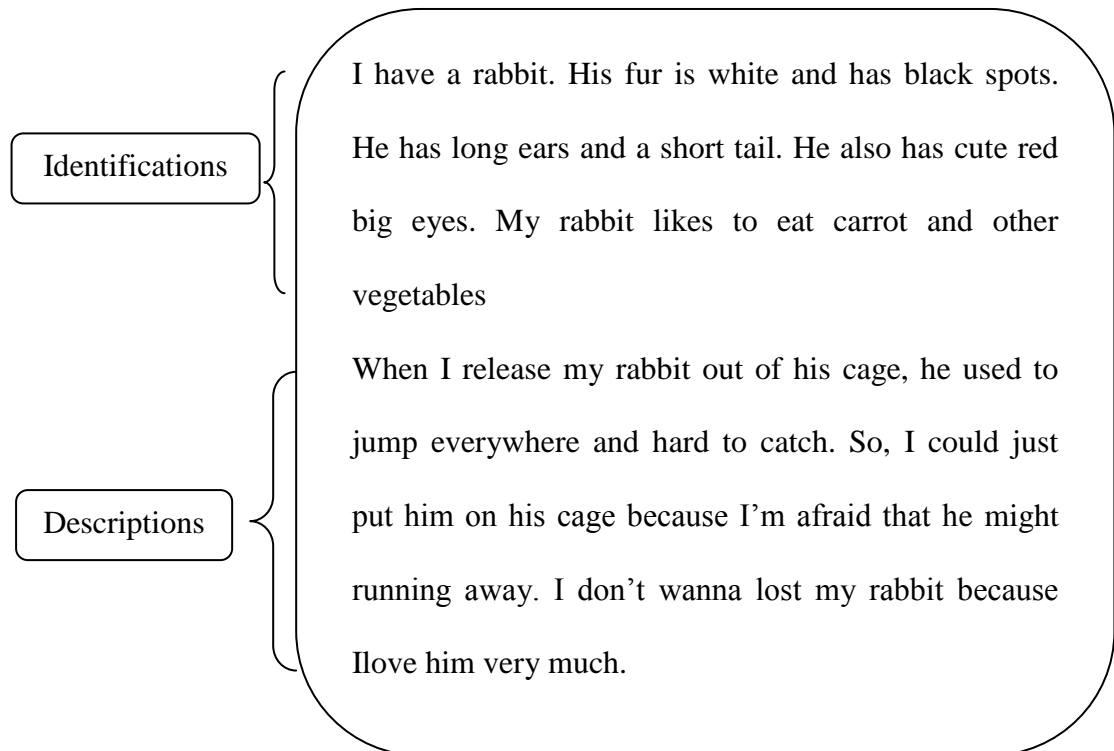
Text Stucture of Descriptive Text.

- Identifications : Identifies phenomenon to be described.
- Descriptions : Describes parts, qualities and characteristics.

³⁰Pardiyono, *“Teaching Genre-Based Writing”*. Andi Ofset. (Yogyakarta: 2007)., p.34

Example of Descriptive Text:

MY RABBIT



Source:<https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan>.

Based on those explanations, it could be concluded that descriptive text is the text that described a particular person, animal or thing about how something or someone looked or to persuade an audience to see something from the writer point of view related to the generic structure they were identification and description. You will still need to make the topic your own by deciding how you should be direct your focus.

3. Grammatical Features of Descriptive Text

The students has been improved their knowledge to writing descriptive text with the right way of grammatical features, they were

focus on specific participations, used of attributive and identifying processes, frequent used of epithets and classifiers in nominal group, and used of simple present tense. The explanation of those grammatical features, they were:

- a. Focus on specific participations.
- b. Use of attributive and identifying processes

Use of attributive is the use of noun and pronoun (e.g. House: It).

Identifying process is used to assign the general phenomenon (e.g. Indonesia is a maritime country in Asia)

- c. Frequent use of epithets and classifiers in nominal groups is epithets use and functional grammar.
- d. Use simple present tense³¹

From explanations above, it could be concluded that the grammatical features of descriptive text that several considerations to considered for produced a good writing descriptive text.

4. Purposes of Descriptive Text

As social beings, we want to share our experienced, so we wrote to others to described things such as vacations, childhood homes, and people we encounter. We even used description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them;

³¹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Antipadean Educational Enterprises Publishing, 1994), p. 220

and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, related experience, inform, and persuade.

Table 2
Purposes for Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favourite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video ³²

It could be concluded that it can served a variety of purposes, description is most often expressive, so it most often helps writer shared their perceptions. As human beings, we have a compelling desired to connect with other people by sharing our experiences with them.

H. Concept of Descriptive Text Writing Ability.

Writing Ability is a process of creating experience into a written form which includes introduction, body and conclusion. It is an activity that presents a chronological order of events within each. Writing is one of skills in English that should be mastered by students. According to

³²Barbara fine Clouse, "*The Student Write*" , (McGraw-Hill Companies, Inc., 2004), p. 143

Heaton, Writing it means of communication which the researcher uses the language to express his or her ideas thought and feeling.³³ Herein, when some one can write something, they can express their idea in written form. There were many types of writing text, such as descriptive, narrative, recount, and procedure. Therefore, this research focus on descriptive text.

A good piece of descriptive writing has some logical plan of development. It will be tried to give a picture or impression of a person, place, or things; but unlike the photographer or the painter, who has chemicals or pigments to work with, the writer has only words to use.³⁴ It means that if someone want to write descriptive text, they used the word for describe some thing, animal or another to give some impression to the readers.

Based on those explanations, it could be concluded that descriptive text writing ability is was express their idea, thought in written form to given information or piece of telling something which fulfills the five aspects of writing they were task fulfilment/content, organization, vocabulary, language use, and mechanics and also which fulfils the structure of descriptive text they are description and identification to get a good writing.

³³J.B. Heaton, "*Writing English Language Test*", (New York: Longman, 1988)., p. 135

³⁴George E. Wishon, Julia M. Burks, "*Let's Write English*". Litton Educational Publishing, Inc. (New York: 1980)., p.129

I. Concept of Scaffolding Technique

1. Definition of Scaffolding Technique

The base form of scaffolding is scaffold. Based on *Macquarie Dictionary* the definitions of scaffold are (i) a temporary structure for holding workmen and materials during the erection, repair, cleaning, or decoration of a building; (ii) an elevated platform on which a criminal is executed.³⁵ Even, the definitions of scaffolding are (i) a scaffold or system of scaffolds; (ii) the materials used for building scaffolds. As the *Macquarie Dictionary* definition indicates, in the building trade scaffolds are enabling structures.

According to Cooper and Dorn have viewed scaffolding as analogous to learning new motor skills, such as bike riding.³⁶ It means that, the new bike rider is held and pushed by a helper through the motor activity of getting on and pedaling and being steadied while making multiple attempts until balance and control is achieved. Feedback from self and others is ongoing.

According to Raymond, he said that scaffolding instruction was an originate strategy of teaching from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). The zone of proximal development was the distance between what the students could

³⁵Beverly Axford, Pam Harders and Fay Wise, "*Scaffolding Literacy*" (Australia:ACER Press 2009)., p. 1

³⁶Rollins, Judith B, "*A Study Examining the Impact of Scaffolding Young Children's Acquisition of Literacy in Primary Grades*". (A Dissertation at Louisiana State University and Agricultural and Mechanical College: 2007)., p. 13

do by themselves and in the next of the learning, they can achieve with competent assistance.³⁷ The term scaffolding was first coined and defined by David Wood, Jerome S. Bruner, and Gail Ross in a 1976 article analyzing the effectiveness of certain collaborative behaviors mothers use in teaching their children.³⁸ Wood, Bruner, and Ross used the term scaffolding to refer to the instructionally supportive activities and social interactions that occur between the child and other individuals as they guide effective learning and development in the ZPD. They defined scaffolding as a support system that helps children achieve success on tasks that would be too difficult for them to achieve by themselves. It means that the teacher, another adult, or classmate provides temporary support for the learners. Scaffolding can be compared with learning to ride bike.

As an Expert, Bruner was defined as follows; “an adult controlling those elements of the task that are essentially beyond the learner’s capacity, thus permitting him to concentrate upon act a complete only those elements that are within his range of competence. Based on definitions, herein it is clear that the concept of scaffolding was first intended to focus on the actions of an adult teacher in helping younger students.

³⁷Raymond. 2000. P.176

³⁸Mackiewicz, Jo and Isabella Thompson, “*Motivatonal Scaffolding, Politeness and Writing Center Tutoring, The Writing Center Journal*”. V. 33, 1, 2013., p. 45. Accessed on September 12nd, 2018.

According to Holton and Clerk said that scaffolding is an act of teaching that (i) supports the immediate construction of knowledge by learners and (ii) provides the basis for the future independent learning of individual. Then, Rodgers defined at least there are two definition about its based from his' view; 1) in learning, the gradual with drawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a child's performance across successive engagements, thus transferring more and more autonomy to the child. 2) a process that enables a child or notive to solve a task or achieve a goal that would be beyond his unassisted efforts.³⁹

From all explanations above, scaffolding could be said as a concept that has led the development of other approaches that seek to understand the nature of learning a key approach that is concerned with learning interaction.

2. Procedure of Using Scaffolding Technique

According to Sylvia Read, the scaffolding in writing has some steps, the steps were follows:

- a. Inquiry, in this step the researcher integrated reading and writing instruction also focuss on a particular genre and engaged the students' features of that genre.

³⁹Rollins, Judith B, "*A Study Examining the Impact of Scaffolding Young Children's Acquisition of Literacy in Primary Grades*".(A Dissertation at Louisiana State University and Agricultural and Mechanical College: 2007)., p. 12

- b. Modeling, after the students could know the instruction well. Then, modeled how to write. She introduced some stages in writing pocesesses.
- c. Shared, in the third phase the students could share what they are going to write. They engage in making decision about topic, the sentence of structure and organize the writing.
- d. Collaborative, after reaching all stages in writing process, the students will ask to have a collaborative in writing process. Two students work together to produce writing.
- e. Independent, it is the last phase. After reaching all of the phases the students have to write their final writing.⁴⁰

Oliver holds that teachers can scaffold writing skill by using some tasks. These tasks were explained in the following:

- a. Outlining and writing frame tasks: Tasks that provide skeleton outlines, perhaps with sentence prompts, key vocabulary or prearranged paragraphs, to give writers a structure to write in.
- b. Re-Writing tasks: Exercise that require rewriting in some way, perhaps re-arranging in an appropriate order or changing the tone.
- c. Genre scaffolding tasks: Models or samples to discover and then imitate language features which are commonly used in a particular genre, such as description or explanation.

⁴⁰Read, S, A Model for Scaffolding Writing Instruction: IMSCI, "*The Reading Teacher*". (64), p. 47-48

- d. Rhetorical Models Tasks: Models to compare how texts perform rhetorical moves such as making an argument by giving examples or presenting personal opinions.
- e. Join Construction Tasks: Tasks through which a group of learners construct a text together.⁴¹

3. Teaching Descriptive Text Writing Skill through Scaffolding Technique

Based on the steps that explained by the experts above in using scaffolding technique in teaching descriptive text writing ability, several steps below is the mixing steps from the experts above, they were:

- a. The teacher ask to the students to choose the topic they were going to describing, then the teacher asked students to find out some information about their topic who has ben described in their descriptive writings.
- b. After their found the information about their topic who has been described, then the teacher do modeling how to writer a proper writing and make a point that they should pass some stages in writing.

⁴¹Hayati, A. Majid, "A Study on the Effect of Scaffolding through Joint Construction Tasks on the Writing Composition of EFL Learners", (Studies in Literature and Language, 2, 2011)., p. 93

- c. After know what they were going to do first, then they share the idea with the teacher. They ask how to describe about the topic. They make an outline and construct a rough draft from the outline.
- d. After finishing their writing, the students should do peer feedback. They try to analyze their friends' writing and find the mistake. In peer feedback, they should use some guided question which was given from the teacher. The guided question could be seen on appendix.
- e. Finally the students were asked to revise their writing and their final writing has been post-test. Then the teacher would score their writing by using the rubric of assessing writing by Christopher Tribble. The rubric could be seen in chapter III.

4. The Advantages of Using Scaffolding Technique

Beside defined about definition of scaffolding, some expert also tried to mention some advantages by using scaffolding technique, especially in writing. Angela Lui in her paper entitled Teaching in the Zone try to show some advantages for students and teachers using scaffolding technique. Here the table:

Table 3
The Advantages of Using Scaffolding Technique

Students were provided with...	Teachers could...
<ol style="list-style-type: none"> 1. Challenging but reasonable tasks that stimulate thinking and motivate efforts to learn. 2. Meaningful instruction and feedback that help drive further development at an appropriate pace. 3. A learning environment where they were valued as individuals, a collaborative group, and a class. 4. A learning environment where their creativity and thought process were acknowledged and accepted 	<ol style="list-style-type: none"> 1. Identify and use areas of strength and weakness to tailor learning experience at the individual and group level. 2. Engage students in social interactions to enable learning. 3. Better understand students as individual learners, learners in a small group setting and learners in a large social setting. 4. Discover unique thought processes that different students may use to solve problem.⁴²

5. The Disadvantages of Using Scaffolding Technique

- a. It is time-consuming. Requires a fairly long time, which is sometimes not as planned like widespread discussion of the topic.
- b. Depending on an individual's motivation and interest on a particular subject that will determine how well they would learn.
- c. It's difficult for the teacher to be sure that the group are discussing the academic content rather than something else.
- d. More concentration towards concluding the topics.⁴³

⁴²Angela Lui, Teaching in Zone, *Children's Progress*, (London: Cambridge University Press 2012), p. 5

⁴³Angela Lui, *Opcit.*

J. Concept of Write Pair Square (WPS) Technique

1. Definition of Write Pair Square (WPS) Technique

Cooperative learning aims at leading the students to work in groups. It can be loosely categorized by the skill that each enhances. In line, it can be done by conducting several techniques under the umbrella of Cooperative learning. Each of them includes the number of potential structures to guide the development of a cooperative learning exercise. It is in line with the statement about the technique of cooperative learning. Each technique can be developed to fit within multiple categories by considering the needs of the student.

According to Jacobs, Write Pair Square is the cooperative learning technique, which works as follows. Students first work alone to write their ideas on a task/problem. Next, the students pair with a groups mate and discuss what which wrote, finally the students form a square, that is each students takes a turn to discuss with the other two some about the dialog they had with their original partner. The four some then further discusses.⁴⁴ Herein, this technique used as the team work that the first got the idea related to the topics, the second pairs with a groups to elaborated an ideas by change a mind with their partner, and the last discuss the result of their written.

⁴⁴George M. Jacobs, Willy A. Renandya, and Michael Power, “*Simple, Powerful Strategies for Student Centered Learning*”, (Switzerland: Springer Nature, 2016)., p. 13.

According to Jacobs and McCafferty that, “In write pair and square, each students first writes alone, then compares what he or she has written with a partner before sharing with the two other members of the foursome”.⁴⁵ It means that by doing this technique the student has to activated participations with their friends to sharing their own ideas has to completed their written.

Based on those explanations, it can be concluded that Write Pair Square is a good technique in writing class, the students become more active and enthusiast, as long as learning process. They also felt interested in writing skill material, especially descriptive text, because they found information from the text with they pairs. Write pair square was help students in teaching learning because write pair square technique help students more easy in learning groups.

2. Procedure of Using Write Pair Square (WPS) Technique

According to Jacobs, write pair and square has three steps, they were:

a. The write step

The class forms groups of four with each group divided into pairs.

Each person is to write a code using any topic they want or choose.

⁴⁵George M. Jacobs and Steven G. McCafferty, “*Cooperative Learning and Second Language Teaching*”, (New York: Cambridge University Press, 2006), p.32.

b. The pair step

The member of each pair show their codes to their partner and see if he or she can track them. They also check to see that the categories work well. If not they make suggestions for improvements. Here, people might want to use the collaborative skills of asking for and giving feedback.

c. The square step

To share what they have learnt, in this step, teacher asks one student of the pairs to form a bigger group. In this way, all the students within the group are expected to be able to share the idea. They share their idea and finally make a group work. They have to compose the final draft after sharing and discussing the topic. Each pair presents its pair work and by discussing they will find which idea is good and complete with another good idea.⁴⁶

Based on those explanations, it can be concluded that the steps of write pair square technique were support students to improved their achievement in English such as form groups students can share though while make the descriptive text, their idea and brainstorm their knowledge with the other and then, discuss their result.

⁴⁶Dwi Arni Siti Margiyanti, “*The Use of A Write-Pair-Square Strategy to Improve the Students’ Active Participation in Writing Descriptive Text (An Experimental Research)*”, (A Paper, Program Sarjana Degree, State Institute for Islamic Studies (IAIN) Salatiga, 2016), p.84-85

3. Teaching Descriptive Text Writing Skill through Write Pair Square (WPS) Technique.

Based on the steps by expert above, the following steps of teaching Descriptive text through WPS, they were:

- a. The teacher divided the students into some groups with their pairs.
- b. The students choose the topics they are going to describing related to the codes (vocabulary) by the teacher.
- c. The students make a note the codes giving by the teacher and also the students with each pairs share by asking and giving feed back the code their have done write related to the topics.
- d. The students make the final draft with their group and discuss the result of the written text with the teacher.

4. The Advantages of Using WPS Technique

According to Allen, WPS provided a number of advantages as follows:

- a. It provides students with write alone forst, i.e. in pair and square steps. Because students have the time to prepare what they will bring into the discussion with their friends.
- b. It allows both independent and collaborative learning, i.e. students have the time to work alone and that to work with a patners.
- c. It gives students opportunities to collaborative to refine definitions, I.e. after students have worked alone and in pair, because they have the opportunities to exchange information with their friends.

- d. It invites equal participation as all students share with each other, either in a pair or with other pairs (pair-group) in the classroom. For example, students have the time to discuss in pair step with peer near him/her. After that, they have the time to discuss in square step (they change the pair).
- e. It engage students into active learning, i.e. students who are passive in the class should join or be active in this technique, because in pair and square step they should join or invite their friends to discuss and finish their work.
- f. It invites students to share their understanding, i.e. each pair presents its pair work and by discussing they has found which idea is a good and completed with another good idea.⁴⁷

5. The Disadvantages of Using WPS Technique

Every teaching-learning technique has its own drawbacks. WPS also has some disadvantages that should be considered by the teacher before applying it in the classroom. According to Lyman, the disadvantages of WPS were:

- a. Equal participation is in fact rather hard to achieve. Although each student within the pair/group has an equal opportunity to share, it is possible that one student may try to dominate (especially those who feel upper than their friends). Therefore, the teacher should always

⁴⁷Allen, E.D. and Valette, R.M. “*Classroom Technique: Foreign Language and English as a Second Language*”. (Atlanta: Harcourt Brace Jovanich 2007)., p. 17

check and monitor the entire process to ensure that such thing does not happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning.

- b. Problem may arise when the number of students is not even. The teacher may allow one group with odd number, i.e. two students, for the pairing stage (leaving two students in the pairing process is not preferable and inconsistent with the procedure of WPS).
- c. WPS is rather consuming if the class is big. The teacher should make sure that the time available is enough to complete the entire procedure of classroom instruction using WPS. The large amount of time can be worth spending if the teacher and the students can make the most out of it to achieve the desirable results of learning.⁴⁸

K. Using Scaffolding Technique and Write Pair Square (WPS) Technique to Increase Students' Descriptive Text Writing Ability

Siahaan explained that the students who were taught with a technique were more highly motivated than those who were not and could be led to a more effective learning. The reason why it is effective, that a teaching technique includes: what a teacher does, the way in instruction is organized, how much the students were involved actively in learning, how much the students were responsible for the learning, and how learning is assessed. This tells that a technique is a teaching agenda that

⁴⁸Ahyaruddin, D.A. "*A Comparative Study of Students' Reading Comprehension Taught Through WPS and TPS at MA al-fatah south lampung*".(unpublished research report) (Bandar Lampung: Lampung University 2008.), p. 20

indicates the direction of the classroom activities to help the students make an achievement of certain knowledge and skill on a certain language aspect. A teaching technique is associated with a certain teaching material and the classroom teachers are suggested to use the suitable strategy to make an effect on the achievement of the students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading and writing.⁴⁹

It could be seen that teaching learning by using technique can solved the problems in constructing meaning in any context their knowledged. In addition, using technique can motivated and improved the students to study English by listening, speaking, reading and writing skills. The influence between descriptive text concept and scaffolding technique, this technique is appropriated for the students to improved their ability in writing skill, especially to get supporting detailed in descriptive text and also can helped the teacher in order to teaching and learning process in the class can be run well.

The effectiveness of using Write Pair Square (WPS) Technique, this technique is a very well in writing class, the students become more active and enthusiast, as long as learning process. They also feel interest in writing skill material, especially descriptive text, because they found information from the text with they pairs. Write pair square can help

⁴⁹Sanggam Siahaan, *"Issues in Linguistics"*, (Yogyakarta: Graha Ilmu. 2008), p.221

students in teaching learning because write pair square technique help students more easy in learning groups.

Based on the explanations above, it could be concluded that Scaffolding Technique and Write Pair Square (WPS) Technique are the effective techniques to increase the descriptive text writing ability and also make easier the teacher to teach descriptive text for beginner teacher in order to make the students understood how to write a descriptive text correctly.

The procedures of teaching Descriptive text by using Scaffolding Technique and Write Pair Square (WPS) Technique, they were:

1. The students must understand about Scaffolding and Write Pair Square (WPS) Techniques.
2. The students identify descriptive text by using Scaffolding and Write Pair Square (WPS) Techniques.
3. The students write Descriptive Text by using Scaffolding and Write Pair Square (WPS) Techniques.

Based on the explanation above, it could be concluded that the used of Scaffolding and Write Pair Square (WPS) Techniques can be increased the students' descriptive text writing ability.

L. Hypothesis

Concerning the frame of thinking above, the hypotheses was formulated as follows:

Ha : There is significant difference between the use of Scaffolding Technique and Write Pair Square (WPS) Technique in Increasing the Students' Descriptive Text Writing Ability at The Eighth Grade at SMP Wiyatama Bandar Lampung, in The Academic Year of 2018/2019.

Ho : There is no significant difference between the use of Scaffolding Technique and Write Pairs Square (WPS) Technique in Increasing the students' Descriptive Text Writing Ability at The Eighth Grade of SMP Wiyatama Bandar Lampung, in The Academic Year of 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Statistic Group Comparison was used in this research. According to Jhon, Group comparison was the process of a research obtaining scores for individuals or groups on the dependent variable and comparing the means and variance both within the groups and between the groups.¹ Herein, the result of the score both of classess was comparing the means after doing the treatments. In addition, According to Setiyadi, This kind of design could be used in the research which comparing two groups but oriented on causality between variables.² This design it was be applied because the researcher were not real teacher at the school where the researcher was conductor the research.

The subjects of this research were experimental class 1 and experimental class 2. The tests was doing for the both of classes with the same material but different techniques in order to find which one was better teaching between the students who were taught through Scaffolding Technique in experimental class 1 and Write Pair Square (WPS) Technique in experimental class 2. The pre-test was doing to measure the students' writing ability before treatment. The other

¹John, Creswell. *“Educational Research Planning, Conducting, and evaluating Quantitative and Qualitatite Research”* (New Jersey: Pearson Education, inch, 2008) Third Eddition., p. 306

²Bambang Setiyadi, *“Metode Penelitian untuk Pengajaran Bahasa Asing”*, (Yogyakarta: Graha Ilmu: 2006), p. 146.

explanation by Setiyadi, Post-test was conducted to know the students' ability in writing after treatment. There were two groups of students of this research, were one class experimental class 1 and another class experimental class 2.³ The Post-test was given to students to measure the improvement after treatment.

The research design can be formulated as follows:

G1	T1	X1	T2
G2	T1	X2	T2

Notes:

G1 : Experimental Class 1

G2 : Experimental Class 2

T1 : Pre Test

T2 : Post Test

X1 : Treatment Using Scaffolding Technique

X2 : Treatment Using Write Pair Square (WPS) Technique.⁴

In this research, the both of classes was given the tests after the treatment received with the same material but different techniques in order to find out which one was better teaching by using Scaffolding Technique and Write Pair Square (WPS) Technique.

³*Ibid*, p.130

⁴Bambang Setiyadi. *Op. Cit.* P.144

B. Variable of The Research

Independent Variable (X) and Dependent Variable (Y) were two variables in this research. They were:

1. The Independent Variable (X) they were two techniques, Scaffolding Technique and Write Pair Square (WPS) Technique.
2. The Dependent Variable (Y) of research was students' descriptive text writing ability.

C. Operational Definition of Variables

Operational definitions of variables in this research were:

1. Independent Variable

Independent variable of this research were Scaffolding Technique and Write Pair Square (WPS) Technique. Scaffolding Technique is the teacher led the students teaching writing process based on students information, shared to other students to know the weakness for write about the topic who want to describe as descriptive text. Write Pair Square (WPS) is the student actived by compares him/her has ideas before write, and with a partner share about an idea also discussing the result of it. The both of the techniques were working a group.

2. Dependent Variable

Dependent variable in this research was descriptive text writing ability. Descriptive text writing ability was fulfills the five aspects of writing these were content, organization, vocabulary, language use, and

mechanics to get good writing and also make a good writing descriptive text related to topics.

D. Population and Sampling Technique

1. Population

The population of this research was related to the both of the objectives at school. According to Kumarsingh, Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.⁵

The population in this research was the students at the eighth grade of SMP Wiyatama Bandar Lampung in the academic year of 2018/2019. The total population in this research were 68 students which divided into three classes. In this research, two classes was uses, the one class as the experimental class 1 and the other class as the experimental class 2, because in experimental class 1 and 2, the researcher was applied the Scaffolding Technique and Write Pair Square (WPS) Technique in teaching learning descriptive text writing ability. Below was the table population at the eighth grade students of SMP Wiyatama Bandar Lampung in the academic year of 2018/2019.

⁵Yongesh Kumarsingh,” *Fundamental of Research Methodology and Statistics*”, (New Delhi, New Age International (P) Limited, 2006)., p. 82

Table 4
The Students at the First Semester of the Eighth Grade
At SMP Wiyatama Bandar Lampung in the Academic Year of
2018/2019

No	Class	Number of Students		Total
		Male	Female	
1	VII A	-	26	26
2.	VII B	21	-	21
3.	VII C	21	-	21

Source: Document of SMP Wiyatama Bandar Lampung in the Academic Year of 2018/2019

2. Sample

The sample of this research were two classes, one class as the experimental class 1 and another one as the experimental class 2. According to John, A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶ Herein, the sample was chosen by researcher they were the individual of members. There were three classes of the eighth grade of SMP Wiyatama Bandar Lampung, the researcher used two classes to do this research, one class as experimental class 1 and another as experimental class 2.

⁶John W. Creswell, “*Educational Research: Planning and Conducting Quantitative and Qualitative Research*”, (Boston: Pearson Education, 2012), p. 309

3. Sampling Technique

The simple random sampling was used to take the sample. Herein, to take the sample the researcher needs a technique that was appropriated with the content of the research. Simple random sampling is a method of selection of a sample comprising of n number of sampling units of the population having N number of sampling units such that every sampling unit has an equal chance of being chosen.⁷

To get the sample of the research they were several steps. The sampling units were chosen without replacement in the sense that the units once chosen were not placed back in the population. The sampling units were chosen with replacement in the sense that the chosen units were placed back in the population. The result of the simple random sampling techniques was doing for the class VIII C as the experimental class 1 and for the class VIII B as the experimental class 2.

E. Data Collection Method

For collecting the data, there were some techniques that were used in collecting data, those were Pre-Test and Pos-Test. According to Jhon, A pre-test provides a measure on some attribute or characteristics that you assess for participations in an experiment before they receive a treatment.⁸ In this research, the students was given pre-test to both of classess before treatments in order to find out the students scores of

⁷Sampling Theory (<http://www.investopedia.com/term/s/simple-random-sample.asp>). Accessed on December 17th 2018. P.1

⁸John W. Creswell, *Op.Cit*, p. 297

writing ability in descriptive text before and to know the strengths and the weaknesses of the students in writing descriptive text. In pre-test, the student was asked to write the descriptive text related to the topics they were “My Friend, Rabbit, and Laptop”. This test was given in class VIII C as experimental class 1 and class VIII B as experimental class 2.

According to John in another explanations, A post-test is a measure on some attribute or characteristics that s assessed for participations in an experimental class after a treatment.⁹ The post-test was done after the students given the treatment in class VIII C as experimental class 1 and class VIII B as experimental class 2. It was done to know the students descriptive text writing ability after they taught by using Scaffolding Technique and Write Pair Square (WPS) Technique. The topic that was given to students they were “My Mother, Panda, and My Bag”. It was used essay test to collect the data. It is supported by Arikunto, “test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups.”¹⁰

F. Instrument of Research

The instrument material was chosen based on the school curriculum (K13) at the eighth grade of SMP Wiyatama Bandar Lampung the academic year of 2018/2019. This research was provided

⁹*Ibid,*

¹⁰Suharsimi Arikunto, *Op. Cit.*, p. 150

the things of descriptive writing based on three themes they were person, animal, and thing. The students was asked to choose a theme and to make a descriptive text based on the three themes that it chosen by the students in class VIII C as the experimental class 1 and class VIII B as experimental class 2 was received the same pre-test and post-test.

G. Scoring Rubric's

Before obtain the score, in procedure that was used to score students assignments. The ideal higher score is 100. The score of pre-test and post-test was calculating by using scoring system for essay writing test proposed by Christopher Tribble. It can be seen on the table below:

Table 5
The Rubric's Score of Writing

Area	Score	Indicator
Task fulfilment/Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic, most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument, content irrelevant or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).

Organization	16-12	Good to average: uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: very uneven expression, ideas difficult follow; paragraphing/organization does not help reader; logical sequenced difficult to follow (coherence); connotative largely absent (cohesion).
	7-5	Very poor: lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	Inadequate: fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, article, pronouns, prepositions, meaning never obscured.
	23-18	Good to average: acceptable grammar but problem with more complex structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9-6	Very poor: major problems with structure even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: occasional errors in spelling,

		punctuation, capitalization, and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Inadequate: fails to address his aspect of the task with any effectiveness. ¹¹

Adapted from Tribble

For clear explanation, the following were the criteria for scoring writing which were used in this study.

- a. Task Fulfillment/Content: the agreement with the title chosen.
- b. Organization : paragraph unity, coherence, and cohesion.
- c. Vocabulary : the precision of using vocabulary.
- d. Language : used grammar, tenses, and pattern.
- e. Mechanics : spelling and punctuation.

The final score = Task Fulfillment/Content + Organization + Vocabulary + Language + Mechanics.

Example:

Task Fulfillment/Content	= 20
Organization	= 20
Vocabulary	= 20
Language	= 30
Mechanics	= <u>10+</u>
Final score	100

¹¹Christopher Tribble, "Writing", (Oxford: University Press, 1996), p. 130

H. Research Procedures

The procedures of research were as follows:

1. Planning

Before the research applied the research procedure, some planning was made to do the application, steps were:

a. Determining the subject

The first semester of students SMP Wiyatama Bandar Lampung was chosen. In class VIII C as experimental class 1 and VIII B as the experimental class 2.

b. Prepare the Pre-Test

The students were asked to write descriptive text before given treatments based on the topics they were “My Friend, Rabbit, and Laptop”. The students also was assigned to write descriptive text correctly related to the generic structure of descriptive text consist of identification and description. This test was conducted in order to find out the students’ score of writing descriptive text before treatments.

c. Determining the material was taught

The material that was taught to the student were determined in class VIII C as experimental class 1 and VIII B as experimental class 2. The materials were descriptive text writing with three themes they were person, animal, and thing based on the

syllabus on the school by using Scaffolding Technique and Write Pair Square (WPS) Technique.

d. Preparing the Post-test

By giving the post-test after treatments by using Scaffolding Technnique and Write Pair Square (WPS) Technique was prepared and was given to the students in class VIII C as the experimental class 1 and class VIII B as the experimental class 2. The students also were assigned to writed descriptive text correctly related to the generic structures of descriptive text consist of identification and description in the Post-Test based on the topics they were “My Mother, Panda, and My Bag”. So by giving the Post-Test, the researcher to know whether their writing ability was increased or not.

2. Application

After making the planning, the research procedures that already planned was tried to apply. There were some steps in doing this research:

- a. In the first meeting, the pre-test was given based on the three topics they were “My Friend, Rabbit, and Laptop ” to the both of classess they were class VIII C as the experimental class 1 and VIII B as the experimental class 2.

- b. In the second meeting, the experimental class 1 was given treatments by using Scaffolding Technique. After that at the experimental class 2 the treatment was conducted by using Write Pair Square (WPS) Technique. The treatment at experimental class 1 and experimental class 2 was given until three times related to three theme.
- c. In the last meeting, the Post-Test was given to the students at experimental class 1 and experimental class 2. The post-test that was given based on three topics they were “My Mother, Panda, and My Bag”. The teacher and the students discuss about their working.

3. Reporting

In the last point that was do in the research is reporting, the steps were:

- a. Analyze the data from pre-test and post-test
- b. Make a report of the findings

I. Validity, Reliability and Readability of the Test

To know whether the test is good or not, some criteria should be considered. The criteria of good test were validity (content validity, and construct validity) reliability, and readability of the test.

1. Validity of the Test

Validity is actually the quality of a measuring instrument in which the result obtained from the test really shows the actual achievement of the takers.¹² Herein, a measuring tool was said to be valid if it provides the true data that indicates the intended ability we wish to assess, and to know the validity of the instrument, the researcher was used content validity, construct validity and internal validity.

a. Content Validity

To get the content validity of the test, the researcher was try to arranged the material based on curriculum for the eighth grade of SMP in the first semester. The instrument was consulted to English teacher at SMP Wiyatama Bandar Lampung, Miss Ati Sulasmi, S.Pd.Ing. The instruments also has represented all ideas that related to the material we measure that is descriptive text, so the instrument has fulfilled the content validity or not.

b. Construct Validity

Construct validity asks the question of whether the theory supported by the findings provides the best available explanation of the result. Construct validity is used to measure perception, language behavior, motivation, even the language ability. In this research, a writing test was composed teo measure the students' descriptive text writing

¹²Bambang Setiyadi, "*Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*", Graha Ilmu, (Yogyakarta, Cetakan Pertama, 2006), p. 22

ability based on some criteria of descriptive text writing's scoring rubrics. It consists of task fulfilment/content, organization, vocabulary, language and mechanics. In this study the researcher asked the English teacher in the school to determined whether instruments had fulfilled construct validity or not.

2. Reliability

According to Arikunto, Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of main stays about something. Reliability means the data can be believed so it can be relief on¹³. If the data was true based on the facts, how many data that were taken, the result always be the same. Reliability shows the degree of mainstays about something. Reliability means the data can be believed, so it can be rely on. It was done by two raters; they were the English teacher at SMP Wiyatama Bandar Lampung, and the researcher, who was examined the students' writing test of descriptive text.¹⁴

To get the reliability of the test researcher used inter-rater reliability. This was done by the researcher whose examined the students' writing test with the intention of knowing the reliability of the test. The statistical formula of counting the reliability is formula:

¹³Bambang Setiyadi, *Loc.Cit*, p. 19

¹⁴Bambang Setiyadi, *Op.Cit*, p.19

R=	$1-6(\sum d^2)$
	$N(n^2-1)$

Notes:

R : Reliability

d : The different of rank correction

N : Number of students¹⁵

Table 6
Criteria of Reliability

0.80 – 1.00	Very high reliability
0.60 – 0.79	High reliability
0.40 – 0.69	Fair reliability
0.20 – 0.39	Low reliability
0.00 – 0.19	Very low reliability ¹⁶

From the calculation by using reliability analysis, the reliability of the instrument for the Pre-Test in experimental class 1 was 0.99870 and for the Pre-Test in experimental class 2 was 0.99740 and the reliability of the instrument for the Post-Test in experimental class 1 was 0.99870 and Post-Test in experimental class was 0.99870. It can be concluded that the instrument for the pre-test and post-test had a very high reliability. (See appendix 13-16)

¹⁵Ibid, p.317

¹⁶SuharsimiArikunto, "Dasar-Dasar Evaluasi Pendidikan", (RinekaCipta, 2005).p.75

3. Readability of the Test

To know readability of the procedure test instrument, Kouame's research was followed. The students asked to evaluated instructions of the test and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy to read and describes an item that is difficult to read.¹⁷ According to Arikunto, readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.¹⁸

The participant may not has difficulty understanding because they taken the context of the writing into consideration. After that, the researcher measures mean of each item. Based on the finding of Kouamé's research, if the mean of all items of the instrument text has mean under 4.46. The result was 2.78. It means that the instrument was quite readable and understandable by the readers or test takers.¹⁹ (See appendix 11)

¹⁷Julien B. Koume, "Using Readability test Improve the Acuracy of Evaluation Documents Intended for Low-Literate Particiations: *Journal of Multi-Disciplinary Evaluation Vol. VI No. 14 August 2010*". (Michigan: Westren Michigan University, 2010), p. 133.

¹⁸Suharsimi Arikunto, "Prosedur Penelitian Suatu Praktik", (Jakarta: Rineka Cipta, 2006), p. 311

¹⁹Julian B. Kouamé's, *ibid.*, p. 133

J. Data Analysis

1. Fulfillment of the Assumptions

a. Normality Test

To analyze the data, the researcher needs to test the data distribution whether it was normally or not. The researcher need to know whether the data was normally distributed or not so that the researcher can be decided what type of test that was used to test the hypothesis of the research later. It means the data which collected should be indicated as a normal. In this research, the The normality of test was used measure whether data in the experimental class 1 and experimental class 2 were normally distributed or not. The hypotheses for the normality test were formulated as follows:

Ho: the data were normally distributed

Ha: the data were not normally distributed

- 1) Arrange the samples' data from the lowest until the highest
- 2) Determine the score of Z_i from each datum by using the following formulation:

$$Z_i = \frac{X_i + X}{s}$$

Note:

S : Standard of deviation

X_i : Single datum

\bar{X} : The average score

$$L = \max |F(Z_i) - S(Z_i)|$$

Note:

$$F(Z_i) = P(Z \leq Z_i); Z \sim N(0,1)$$

$$S(Z_i) = \text{Number proportion } Z \leq Z_i \text{ towards all of } Z_i$$

- 3) Determine the L_0 score with the highest score compare to the L_0 score from the table of Lilifors.

$$L_0 = L_{(\alpha_{in})}$$

- 4) The criteria are as follows:

Refuse H_0 if $L_{\text{observed}} > L_{\text{table}}$

Accept H_0 if $L_{\text{observed}} \leq L_{\text{table}}$

Thus, the result of the normality test for Pre-Test in experimental class 1 was -0,17467 and in experimental class 2 was -0,17469. The result of the normality test for Post-Test in experimental class 1 was -0,10198 and in experimental class 2 was -0,17449. (seen on appendix 22-25)

The hypothesis for normality test were:

H_0 : The sample was originated from population which has normal distribution.

H_a : The sample was not originated from population which has normal distribution.

b. Homogeneity Test

Another requirement test of deciding has type of research hypothesis test was homogeneity test. Homogeneity was used to determine whether the data is homogeneous or not. The data was taken from a homogeneous population, so the result of the test was indicated that the data was also homogeneous. It means the data should be considered as homogenous after we has checked normality test by using Homogeneity test was used to know whether the data in experimental class 1 and experimental class 2 were homogenous or not. The homogeneity test was used the test of two variances of *fisher test*.²⁰

$$F = \frac{SZ1}{SZ2}, \text{ where } S^2 = \frac{\sum xi - x^2}{(n-1)}$$

F = Homogeneity

S^2_1 = The highest variance

S^2_2 = The lowest variance

The hypotheses for the homogeneity test were formulated as follows:

Ho : data have the homogenous variances

Ha : data have not homogenous variances

Here were the criteria of homogeneity test:

Ho was accepted if $F_{\text{observed}} > F_{\text{table}}$

²⁰Sudjana.*Op.Cit.* p.249

H_0 was rejected if $F_{\text{observed}} \leq F_{\text{table}}^{21}$

The hypothesis for the homogeneity test were:

H_0 : The variance of the data was homogenous.

H_a : The variance of the data was not homogenous.

Thus, the result of the homogeneity test for Pre-Test in experimental class 1 and in experimental class 2 were 1,079618. The result of the homogeneity test for Post-Test in experimental class 1 and in experimental class 2 were 1,667146. (seen on appendix 26 and 27)

c. Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

Variant (S^2) was determined by using the following formula:

$$S^2 = \frac{\sum (x_i - \bar{x})^2}{(n-1)}$$

Then the calculation was used continued by means of t-test formula:

$$t\text{-test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\frac{n_1-1}{n_1+n_2-2} S_1^2 + \frac{n_2-1}{n_1+n_2-2} S_2^2}{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

²¹Ibid.p.239

Notes:

t : The result of calculating all data

X_1 : The average score of experimental class 1

X_2 : The average score of other experimental class 2

S_1^2 : The variance of experimental class 1

S_2^2 : The variance of other experimental class 2

n_1 : The students of experimental class 1

n_2 : The students of other experimental class 2²²

The hypothetical formulas as follows:

H_0 : $\mu_1 = \mu_2$ (There was a significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

H_a : $\mu_1 \neq \mu_2$.²³ (There was no significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

Testing Criteria:

H_0 is accepted if $t\text{-observed} < t\text{-critical}$

H_a is accepted if $t\text{-observed} > t\text{-critical}$

²²Sugiyono, "Statistika untuk Penelitian" Alfabeta, (Bandung, 2011, p.197

²³Sugiyono, *Op.Cit.*p.119

The steps to use the formula were as follows:

1. Count the mean of both of experimental class 1 and experimental class 2 using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M : mean

$\sum x$: total score of post-test

N : number of subject

2. Count of deviation of both experimental class 1 and experimental class 2 using the following formula:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

Notes:

$\sum x^2$: average deviation

N : number of subject

The hypotheses were:

H_0 : There is significant different between the use of Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability at the eighth grade of SMP Wiyatama Bandar Lampung in the academic year of 2018/2019.

H_a : There is no significant different between the use of Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability at the eighth grade of SMP Wiyatama Bandar Lampung in the academic year of 2018/2019.

While the criteria of the test are:

H_0 is refused if the score of T observed $< T$ criteria, on other case H_a administered.

H_a is accepted if the score of T observed $> T$ criteria, with $\alpha = 0.05$ (5%).

T criteria = 2,056

So, T observed $> T$ criteria that was $3.62895 > 2.056$

Based on the calculation, H_a is accepted because T observed $> T$ criteria that was $3.62895 > 2.056$. (seen on appendix 25)

the result of the both of tested that should be ≥ 0.05 .

H_0 : the data are normally distributed

Ha: the data are not normally distributed

- 5) Arrange the samples' data from the lowest until the highest
- 6) Determine the score of Z_i from each datum by using the following formulation:

$$Z_i = \frac{X_i + X}{s}$$

Notes:

S : Standard of deviation

X_i : Single datum

X : The average score

$$L = \max |F(Z_i) - S(Z_i)|$$

Notes:

$$F(Z_i) = P(Z \leq Z_i); Z \sim N(0,1)$$

$$S(Z_i) = \text{Number proportion } Z \leq Z_i \text{ towards all of } Z_i$$

- 7) Determine the L_0 score with the highest score compare to the L_0 score from the table of lilifors.

$$L_0 = L_{(min)}$$

- 8) The criteria are as follows:

Refuse H_0 if $L_{\text{observed}} > L_{\text{table}}$

Accept H_0 if $L_{\text{observed}} \leq L_{\text{table}}$

Homogeneity test will be use to know whether the data in experimental class and control class were homogenous or not. The homogeneity test will use the test of two variances of *fisher test*.²⁴

$$F = \frac{SZ_1}{SZ_2}, \text{ where } S^2 = \frac{\sum xi - x^2}{(n-1)}$$

F = Homogeneity

S^2_1 = The highest variance

S^2_2 = The lowest variance

The hypotheses for the homogeneity test are formulated as follows:

Ho : data have the homogenous variances

Ha : data have not homogenous variances

Here are the criteria of homogeneity test:

Ho is accepted if $F_{\text{observed}} > F_{\text{table}}$

Ho is rejected if $F_{\text{observed}} \leq F_{\text{table}}$ ²⁵

The formula will use t-test, before using the t-test the researcher determines the variant (S^2) students. Variant (S^2) was determined by using the following formula:

²⁴Sudjana. *Op.Cit.* p.249

²⁵Ibid.p.239

$$S^2 = \frac{\sum xi-x^2}{(n-1)}$$

Then the calculation will be continued by means of t-test formula:

$$t-test = \frac{X1-X2}{\frac{\frac{n1-1}{n1+n2-2} S1^2 + \frac{n2-1}{n1+n2-2} S2^2}{\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Notes:

t : The result of calculating all data

X1 : The average score of experimental class 1

X2 : The average score of other experimental class 2

S_1^2 : The variance of experimental class 1

S_2^2 : The variance of other experimental class 2

$n1$: The students of experimental class 1

$n2$: The students of other experimental class 2²⁶

The hypothetical formulas as follows:

Ho : $\mu_1 = \mu_2$ (There is no significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

Ha : $\mu_1 \neq \mu_2$.²⁷ (There is a significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

²⁶Sugiyono, *Statistika untuk Penelitian* Alfabeta, Bandung, 2011, p.197

²⁷Sugiyono, *Op.Cit.*p.119

Testing Criteria:

H_0 is accepted if $t\text{-observed} < t\text{-critical}$

H_a is accepted if $t\text{-observed} > t\text{-critical}$

The steps to use the formula are as follows:

4. Count the mean of both of experimental class 1 and experimental class 2 using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M : mean

$\sum x$: total score of post-test

N : number of subject

5. Count of deviation of both experimental class 1 and experimental class 2 using the following formula:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

Notes:

$\sum x^2$: average deviation

N : number of subject

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

In SMP Wiyatama Bandar Lampung, English subject was taught twice a week. The Pre-Test was done for the both of classess before doing the treatments on Thursday, September 27th, 2018 in different time. For the experimental class 1, it was done the Pre-Test at 07.30 am and the experimental class 2 at 10.30 am. When the Pre-Test was done to the both of classes, the all student attended on that day.

In experimental class 1 which consist of 21 students and in experimental class 2 which consist of 21 students. The total all student for the experimental class 1 and experimental class 2 were 42 students. Next, the first treatment was done in experimental class 1 at 09.05 am and in experimental class 2 at 10.30 am on Wednesday, October 3rd, 2018. When there were two students did not come in experimental class 1, for the experimental class 2 all students attended. Then, on Thursday, October 4th, 2018 the second treatment was done in experimental class 1 at 07.30 am and the experimental class 2 at 10.30 am. When in experimental class 1 all students attended, for the experimental class 2 there were four students did not come.

The third treatment was done on Wednesday, October 10th, 2018. In this session, the treatment in experimental class 1 began at 09.05 am

wherease in experimental class 2 at 10.30 am. The students of experimental class 1 and also in experimental class 2 there were no absent here for the both of classess. For the last meeting, the Post-Test was done for the experimental class 1 and in experimental class 2 on Thrusday, October 11st, 2018. All of the students in experimental class 1 and experimental class 2 followed the Post-Test.

1. Description of The First Treatment

The first treatment was done on Wednesday, October 3rd, 2018. In pre teaching was done to guide greeted the students in the class, asked them to pray together before teaching and learning process, checked attendance list and gave apperception about the materials to the students. Beside that, the basic competence the materials and descriptions of the syllabus activity was delivered to the students.

In whilst teaching, for both of classess in different time, the materials were explained about Descriptive Text. The theme in the first meeting based on the syllabus is person. The example that was explained about person is Mark Elliot Zuckerberg. Beside that, the Scaffolding Technique was expalained in experimental class 1 that is VIII C to the student about the meaning, for using and making a writing descriptive text by Scaffolding. While, in experimental class 2 that is VIII B the Write Pair Square (WPS) Technique was explained about the meaning, for using and making a writing descriptive text by using WPS also. After

that, the groups were chosen to the both of classess, then the students made the descriptive text based on the topics that were gave My Mother, Sule, Ronaldo, BJ Habibie, and Rizki Febian with their groups.

In Scaffolding Technique, the experimental class 1 the modeling was gave to students to proper them should pass some stages in writing. After that they gave an outline based on the topics they were to made a descriptive text. The each groups shared an idea to another groups in front of class. The students was do peer feedback and analyzed the writing that made by another groups with some guided questions was given after they were finish the draft.

In Write Pair Square (WPS), the experimental class 2 the picture and the codes (vocabulary) was gave to students based on the topic they were describing. After that, the students with each pairs on groups share by asking and giving feedback the code theirs has done wrote related to the topics. The groups was shared an idea and made the final draft with their groups and discuss the result of written text. In post teaching, for both of classess the students with their groups presented the written. After that, the students summarized the lesson with the materials. The all of student in both of classess looked interesting in teaching learning process

2. Description of The Second Treatment

The second treatment was done on Thursday, October 4th, 2018. The students were taught through another topic descriptive text writing and then practicing to make a descriptive text by using Scaffolding Technique and Write Pair Square (WPS) Technique with their groups at the experimental class 1 and in experimental class 2. The theme of second meeting about animal and the topics were Rabbit, Panda, Elephant, Tiger and Camel. The example that was explained about animal is Cat.

In pre teaching was done to guide greeted the students in the class, asked them to pray together before teaching and learning process, checked attendance list and gave apperception about the materials to the students. Beside that, the basic competence the materials and descriptions of the syllabus activity were delivered to the students. The students delivered what they has been learned for last meeting.

In whilst teaching, the students enjoyed the materials given about animal. The example that was explained about animal is Cat. Besides that, the Scaffolding Technique was expalained in experimental class 1 that is VIII C to the student about the meaning, for using and making a writing descriptive text by Scaffolding. While, in experimental class 2 that is VIII B the Write Pair Square (WPS) Technique was explained

about the meaning, for using and making a writing descriptive text by using WPS also.

In Scaffolding Technique, the experimental class 1 the modeling was gave to students to proper them should pass some stages in writing. After that, they gave an outline based on the topics they were to made a descriptive text. The each groups shared an idea to another groups in front of class. The students did peer feedback and analyzed the writing that made by another groups with some guided questions was given after they were finish the draft.

In Write Pair Square (WPS), the experimental class 2 the picture and the codes was gave to students based on the topic tey were describing. After that, the students with each pairs on groups share by asking and giving feedback the code theirs have done wrote related to the topics. The groups was shared an idea and made the final draft with their groups and discuss the result of written text. The all of student in both of classess looked interesting in teachinng learning process. Beside it, the students listened about the progress in writing descriptive text.

3. Description of The Third Treatment

The third treatment was done on Wednesday, October 10th, 2018 was better than the second treatment because the students felt accustomed in teaching learning process through Scaffolding Technique and Write Pair Square (WPS) Technique with their groups at the

experimental class 1 and in experimental class 2. The theme of second meeting about “thing” and the topics were Laptop, My Bag, Shoes, My Onthel Bicycle, and My Phone. The example that was explained about things is My Teddy Bear. The student did not felt hard to do the steps because they were already known.

In pre teaching was done to guide greeted the students in the class, asked them to pray together before teaching and learning process, checked attendance list and gave apperception about the materials to the students. Beside that, the basic competence the materials and descriptions of the syllabus activity were delivered to the students. The students delivered what they has been learned for last meeting.

In whilst teaching, the students enjoyed the materials given about animal. The example that was explained about things is My Teddy Bear. Beside that, the Scaffolding Technique was expalained in experimental class 1 that is VIII C to the student about the meaning, for using and making a writing descriptive text by Scaffolding. While, in experimental class 2 that is VIII B the Write Pair Square (WPS) Technique was explained about the meaning, for using and making a writing descriptive text by using WPS also.

In Scaffolding Technique, the experiemental class 1 the modeling was gave to students to proper them should pass some stages in writing. After that they gave an outline based on the topics they were to made a

descriptive text. The each groups shared an idea to another groups in front of class. The students was do peer feedback and analyzed the writing that made by another groups with some guided questions was given after they were finish the draft.

In Write Pair Square (WPS), the experimental class 2 the picture and the codes was gave to students based on the topic they were describing. After that, the students with each pairs on groups share by asking and giving feedback the code theirs has done wrote related to the topics. The groups was shared an idea and made the final draft with their groups and discuss the result of written text. The all of student in both of classess looked interesting in teachinnng learning process. In addition, the students listened the expalanation progresses their writing descriptive text since first until third treamtms. Their felt enjoyed for listened it.

B. Data Analysis

The different between students' descriptive text writing ability after they were given treatment by using Scaffolding Technquie and Write Pair Square (WPS) Technique was aimed whether the both of classess they were experiemrntal class 1 and experimental class 2 was the different of significance. The first semester of the eighth grade students' of SMP Wiyatama Bandar Lampung were conducted for this research. The number of population was 68 students of the first semester. Two classes were sample of research, they were VIII C and VIII B. The

simple random sampling was used in this research for choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text writing.

1. Result of Pre-Test

Before conducting the three meetings of treatments they were Scaffolding Technique in experimental class 1 and Write Pair Square (WPS) Technique in experimental class 2, the pre-test was conducted to know whether the weaknesses and the strengthness and also the score of students to write the descriptive text writing ability on Thursday, September 27th, 2018 in different time for the both of classes they were experimental class 1 were VIII C and experimental class 2 were VIII B.

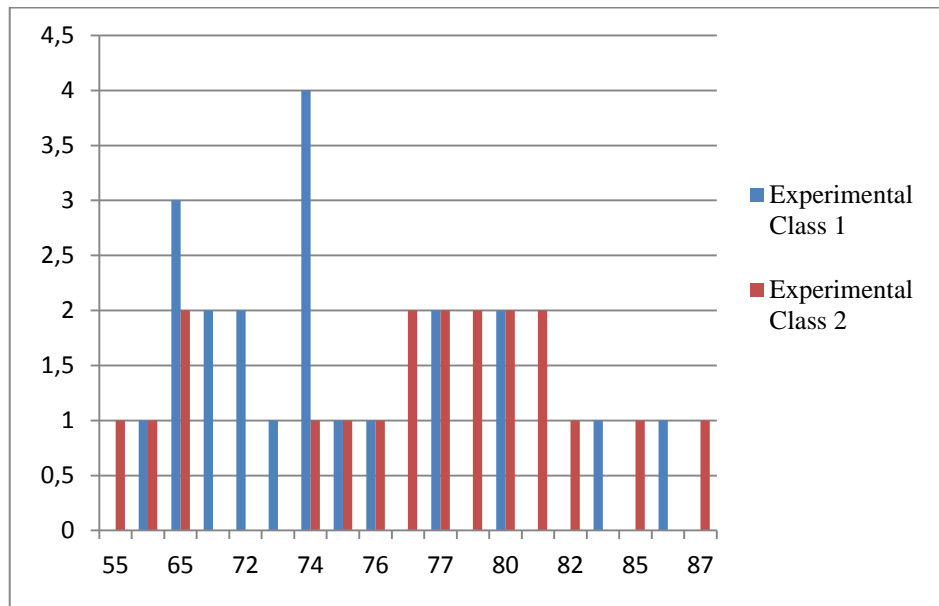
The analysis students work sheet based on the instrument that was doing for the both of classess and also calculating the score related to rubric' score from Tribble. R1 as a teacher and R2 as a researcher. The both of score from teacher and researcher concuts the scores. The Mean showed that the mean score of pre-test in experimental class 1 was 40.36. The highest score was 75 and the lowest score was 22. While in experimental class 2 the mean score was 38.43. The highest score was 72 and the lowest score was 21. (see appendix 24)

2. Result of Post-Test.

After conducting three meetings of treatments, the post-test was conducted to the sample. The post-test was conducted on Thursday, October 11st, 2018 in different time. For the experimental class 1 was VIII C at 09.05 am and the experimental class 2 was VIII B at 10.30 am. The post-test were given both in experimental class 1 and experimental class 2 in order to see whether which one was better teaching students' descriptive text writing ability by using Scaffolding Technique and the students descriptive text writing ability by using Write Pair Square (WPS) Technique.

The analysis students work sheet based on the instrument that was doing for the both of classess and also calculating the score related to rubric' score from Tribble. R1 as a teacher and R2 as a researcher. The both of score from teacher and researcher concuts the score. The analysis showed mean score of post-test in experimental class 1 was 73.62. The highest score was 86 and the lowest score was 60. While in experimental class 2 the mean score was 75.90. The highest score was 87 and the lowest score was 55. (see appendix 25).

Student's Score of Post-Test in Experimental Class 1 and in Experimental Class 2



3. Result of Normality Test

The normality test was used to measure whether the data in experimental class 1 and in experimental class 2 were normally distributed or not. The score of normality test for Pre-Test and for Post-Test to both of classes were marked by L_{observed} .

The hypotesis for normality as follows:

H_0 : The sample was originated from population which has normal distribution.

H_a : The sample was not originated from population which has normal distribution.

The criteria were as follows:

Refused H_a if $L_{\text{observed}} > L_{\text{critical}}$

Accepted H_0 if $L_{\text{observed}} \leq L_{\text{critical}}$

Table 7

**Normality of the Pre-Test in Experimental Class 1 and in
Experimental Class 2**

Class	Pre-Test		Calculation
	L_{observed}	L_{critical}	
Experimental Class 1	-0,17467	0.190	Normal
Experimental Class 2	-0,17469	0.190	Normal

Based on Table 7, it could be seen that in the experimental class 1 and in the experimental class 2 showed if $L_{\text{observed}} \leq L_{\text{critical}}$. So, the calculation was normal. (See appendix 20 and 21).

Table 8

**Normality of the Post-Test in Experimental Class 1 and in
Experimental Class 2**

Class	Post-Test		Calculation
	L_{observed}	L_{critical}	
Experimental Class 1	-0.10198	0.190	Normal
Experimental Class 2	-0.17449	0.190	Normal

Based on Table 8, it could be seen that in the experimental class 1 and in the experimental class 2 showed if $L_{\text{observed}} \leq L_{\text{critical}}$. So, the calculation was normal. (See appendix 22 and 23).

4. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the following t-test by independent t-test for hypothetical of test was used in this research.

The hypothetical formulas as follows:

$H_0: \mu_1 = \mu_2$ (There was no significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing the students' descriptive text writing ability)

$H_a: \mu_1 \neq \mu_2$.¹ (There was a significant difference between Scaffolding Technique and Write Pair Square (WPS) Technique in increasing students' descriptive text writing ability at the first semester of the eighth grade at SMP Wiyatama Bandar Lampung in the academic year of 2018/2019)

The criteria of the test as follows:

H_0 is refused if $T\text{-observed} < T\text{-critical}$, on other case H_a administered

H_a is accepted if $T\text{-observed} > T\text{-critical}$, with $\alpha = 0.05$ (5%)

The result was showed in Table 9 below:

Table 9

The Result of Hypothesis Test

The Difference	T-observed	T-critical	Conclusion
	3.628	2.056	Significant

In this case the significant level of 0.05 was used. Based on the result of calculation of T-test (table 9), it showed that T-observed was higher than T-critical; the result was $3.6289 > 2.056$, it means that H_a was

¹Sugiyono, *Op.Cit.*p.119

accepted because $T_{\text{observed}} > T_{\text{critical}}$. Then, it could be assumed that which one was better teaching by using Scaffolding and WPS Techniques in increasing students' descriptive text writing ability. (See appendix 26).

5. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not.

The hypotheses for the homogeneity test were formulated as follows:

H_0 : data have the homogenous variances

H_a : data have not homogenous variances

Here were the criteria of homogeneity test:

H_a is rejected if $F_{\text{observed}} > F_{\text{critical}}$

H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$

Table 10
Homogeneity of the Post-Test in Experimental Class 1 and
in Experimental Class 2

The Biggest Variance (Experimental Class 1 and Experimental Class 2)		The Biggest Variance (Experimental Class 1 and Experimental Class 2)	F_{observed}	F_{critical}	Calculation
Pre-Test	261.7571	262.4536	1.07962	2.12	Homogenous
Post-Test	67.7655	40.6476	1.66715	2.12	Homogenous

Based on Table 10, it could be seen that in the result of Pre-Test was 1.07962 and the result of Post-Test was 1.66715, while the F_{critical} at the significant level of 0.05 is 2.12. It proves that H_0 is accepted because

$F_{\text{observed}} \leq F_{\text{critical}}$. It means that the variance of the data was homogeneous. (See appendix 24 and 25).

The result for Mean score the experimental class 1 as VIII C by using Scaffolding Technique was the highest score was 86 and the lowest score was 60. The mean score was 73.62, and the experimental class 2 as VIII B by using Write Pair Square (WPS) Technique was the highest score was 87 and the lowest score was 55. The mean score was 75.90. So, the result of the mean for the both of classes by using Write Pair Square (WPS) Technique was better than by using Scaffolding Technique.

C. Discussion of Finding

It could be seen from the result of teaching writing by using WPS gave better or higher result than by using Scaffolding. Most students in experimental class 1 and in experimental class 2 gave response and more active in teaching learning process. All students in both of classes gave good response. They tried to do those activities well. They were enthusiastic in teaching learning process. The both of classes enjoyed learning writing through Scaffolding and WPS Technique. Those techniques can help students to make descriptive text correctly.

Based on the analysis of the data and the testing of hypothesis, the result of the calculation was found that the null hypothesis (H_0) was refused and the alternative hypothesis (H_a) was accepted. The result of data analysis showed that the result of T-test is 3.628 and the result of T-critical is 2.056, because the T-observed $>$ T-critical. It means that there was a better after teaching by using WPS toward students' descriptive text writing ability.

According to Jacobs, Write Pair Square is the cooperative learning technique, which works as follows. Students first work alone to write their ideas on a task/problem. Next, the students pair with a groups mate and discuss what which wrote, finally the students form a square, that is each students takes a turn to discuss with the other two some about the dialog they had with their original partner. The four some then further discusses.² It means that the students in this technique used as the team work that the first got the idea related to the topics, the second pairs with a groups to elaborated an ideas by change a mind with their partner, and the last discuss the result of their written.

According to Jacobs in Arni stated that the procedure of WPS Technique includes into three steps; the first write, divided into groups, each groups has four members. Each member of group has pairs and each person write a code. The second pair, after got a code of each person,

²George M. Jacobs, Willy A. Renandya, and Michael Power, "*Simple, Powerful Strategies for Student Centered Learning*", (Switzerland: Springer Nature, 2016),. p. 13.

they showed to their partner and the third square, they have to compose the final draft after sharing and discussing the topic. Each pair presents its pair work and by discussing they will find which idea is good and complete with another good idea.³ It means that Write Pair Square (WPS) Technique was a Technique in writing that used three steps namely write, pair and square.

According to Jacobs and McCafferty stated that In write pair and square, each students first writes alone, then compares what he or she has written with a partner before sharing with the two other members of the foursome.⁴ It means that the students were to active participation with their friends to sharing their own ideas to complete their writtens.

According to Allen, WPS were provided a number of advantages as follows; It allows both independent and collaborative learning, i.e. students have the time to work alone and that to work with a patners. It gives students opportunities to collaborative to refine definitions, I.e. after students have worked alone and in pair, because they have the opportunities to exchange information with their friends. It invites equal participation as all students share with each other, either in a pair or with other pairs (pair-group) n the classroom. For example, students have the

³Dwi Arni Siti Margiyanti, "*The Use of A Write-Pair-Square Strategy to Improve the Students' Active Participation in Writing Descriptive Text (An Experimental Research)*", (A Paper, Program Sarjana Degree, State Institute for Islamic Studies (IAIN) Salatiga, 2016), p.84-85

⁴George M. Jacobs and Steven G. McCafferty, "*Cooperative Learning and Second Language Teaching*", (New York: Cambridge University Press, 2006), p.32.

time to discuss in pair step with peer near him/her. After that, they have the time to discuss in square step (they change the pair). It engage students into active learning, i.e. students who are passive in the class should join or be active in this technique, because in pair and square step they should join or invite their friends to discuss and finish their work. It invites students to share their understanding, i.e. each pair presents its pair work and by discussing they has found which idea is a good and completed with another good idea.⁵ It means that this technique could students to make a good writing with the every steps were done in learning process.

Beside, Write Pair Square (WPS) Technique helps students to more focus to the topics they want to describe to writing descriptive text. While, the write step make the students got more another code and think aloud a code related to the topics. Second, most of students can shared their codes to another student in order to make them more active, more got an idea to write descriptive writing becomes easier and more interesting. The last, WPS Technique can increase student's activation, motivation, and participation in learning process. Thus, WPS is very simple and good that could be applied by teacher to help students increase their writing ability especially descriptive text.

⁵Allen, E.D. and Valette, R.M. "*Classroom Technique: Foreign Language and English as a Second Language*". (Atlanta: Hardcort Brace Jovanich 2007)., p. 17

It was support by the previous research that was done by Dwi Arni Siti Margiyanti, she said that the response is something that becomes the key of this learning process. This strategy provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. By doing this step, students are supposed to be critical and creative to respond a question dealing with the theme given by the teachers.⁶ It means that the student could produced the text by received their partner idea related to the theme.

Based on explanation above, it could be seen that Write Pair Square (WPS) was a good technique that can be applied to help students more active and more easier to learning writing process especially in descriptive text.

⁶Dwi Arni Siti Margiyanti. “*The Use of a Write-Pair-Square Strategy to Improve The Students’ Active Participation in Writing Descriptive Text. Kesatria 2 Semarang Senior High School*”,Indonesia. Acessed on June 20th, 2018., p. 85.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The analyzed of data statistically was founded in this research on previous chapter. Based on the statistical analysis, it could be concluded that there was improved of students' descriptive text writing ability in Post-Test score of experimental class 2 using Write Pair Square (WPS) Technique. On the other hand, there was no improved of students' Post-Test of experimental class 1 by using Scaffolding Technique. The mean of Post-Test in experimental class 2 by using Write Pair Square (WPS) Technique was statistically higher than that of the Post-Test in experimental class 1 by using Scaffolding Technique. It could be concluded that there was difference better teaching of students' descriptive text writing ability by using Write Pair Square (WPS) and Scaffolding at the first semester of the eighth grade at SMP Wiyatama Bandar Lampung in the academic year of 2018/2019. It is supported by $T_{\text{observed}} > T_{\text{critical}}$ that is $3.628 > 2.056$. It means that there were advantages of using Write Pair Square (WPS) Technique towards students' descriptive text writing ability at the first semester of the eighth grade at SMP Wiyatama Bandar Lampung in the academic year of 2018/2019.

B. Suggestion

Based on the result of study and conclusion above, the researcher would like to suggest as follows:

1. Suggestion for the Teacher

- a. Teacher should have sensitivity toward student problems. WPS Technique can be alternative solution for students who get trouble in their motivation, interest and their achievement.
- b. The use of WPS as an alternative technique should be encouraged of the teaching process is a good way to be applied at the eighth grade students' at SMP Wiyatama Bandar Lampung to improve their descriptive text writing ability.
- c. Using WPS in teaching English writing of descriptive text writing is recommended for English teachers, especially for junior high school, teacher to attract the students' interest and solution in learning English.

2. Suggestion for the Students

- a. The students should always active in learning process. Students do not be afraid to study English. Students more pay attention to teacher explanation. If teacher have command students can do maximally and they can do exercise well.
- b. The students should have more vocabulary to develop their ideas to describe related to the theme.

- c. The students should practice the language they have to learn with their environment even with their friends or teacher.
- d. The students should study English harder, to reduce their difficulties of English learning in order to develop their writing especially in descriptive text.

3. Suggestion for the School

- a. The school should provide some more English books in library to be read by students, so they can interest their knowledge.
- b. The school should provide another facility for students to practice English competency.
- c. The school should provide the teacher especially English teacher to do more creatively for teaching learning.

4. Suggestion for the Other Resercher

- a. In this research, the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students so that they can get enough exercise.
- b. The Scaffolding Technique and WPS Techniques was used in this research and the result that was increased the students descriptive text writing ability. The other researcher can use this technique more effective if the time is enough so after giving Scaffolding and WPS Techniques, the researcher can give expalanation more clearly about another theme for example the place.

- c. In this research, the researcher used Scaffolding and WPS Techniques to help students of Junior High School, especially in descriptive text writing. Further other researcher should conduct more interesting media for example picture to make the students easier to imagine and easier to write descriptive text.
- d. In this research, the researcher focused on comparative study Scaffolding and WPS Techniques in increasing students' descriptive text writing ability. The other researcher can investigate the comparative between Scaffolding and WPS Techniques in increasing other English skills such as listening, speaking, or reading skill.

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Appendix 1a

The Result of Interview with the English Teacher in Preliminary Research.

Interviewer	: Siti Zahra Pakas
Interviewee	: Ati Sulasmi, S.Pd.Ing
Day/Date	: Wednesday/ August 07th 2018
Time	: 11.00 am
Place	: SMP Wiyatama Bandar Lampung

No.	Question	Answer	Conclusion
1.	How long have you been teaching English?	Since 2004 until now	The teacher was 14 years teaching in this school
2.	Can you explain your experience in teaching English, especially in teaching writing descriptive text?	The experienced that I have is the students felt big curious about this lesson, they always ask anything what they want to know. But, they have felt difficulties to learn English that is have a minimum vocabulary in English, so they do not explore their idea to describe something using English.	The teacher has a little problem that is the student has difficulties to learn English because those are, they do not explore their idea to describe something and they have a minimum vocabulary to describe something.
3.	Do you have methods, strategies, and techniques in teaching writing descriptive text?	Yes I have. The methods are discussing, observing and watching. I give the theme and also sample word for the students', after that they can be explore more words into the descriptive text.	The teacher has several methods to teach them they are discussing, observing and watching. These are the traditional method.
4.	Did you apply some techniques they are the Scaffolding and Write Pair	No, I did not.	The teacher did not used the both of techniques.

	Square techniques in teaching learning process, especially in teaching writing?		
5.	Do you have problems in teaching writing descriptive?	Yes I have. Sometimes, the students have less vocabulary, have less idea, have low motivation and have not interested to write, so their also more ask the vocabulary to me and make the time for write descriptive text do not effectives.	The teacher have problems in teaching writing descriptive text they are the students did not has ability to write descriptive text and also the students still confused for start writing.
6.	How is students' ability in writing descriptive text?	They can write pieces of sentences using the word that can I showed for them before. But they have difficulties to make a text of descriptive, because they have not more vocabulary and they have not idea. For writing something.	The teacher opinion that the students have some ability to write pieces of sentences to word that can be teacher showed before. But have more difficulties to explore their more vocabulary and also their ideas.
7.	What is curriculum that is used? KTSP or K13?	The curriculum for English lesson used the K13.	The teacher used the K13 for teaching English lesson.
8.	How is the criteria of mastery (KBM) in English for the English eighth grade?	The criteria of mastery in this school especially in English lesson is 72.	The KBM is used to English lesson is 72.

Appendix 1b

The Result of Questionnaire with the Student's in Preliminary Research.

Questionnaire for the Students.

No.	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah kalian menyukai pelajaran Bahasa Inggris? Alasan?	Tidak. Karena kesulitan mempelajari kosa kata dalam bahasa inggris untuk bisa mengetahui bermacam-macam kata sifat, benda dll.	Peserta didik tidak menyukai pelajaran bahas inggris dikarenakan kesesulitan dalam mengetahui berbagai macam kosa kata dalam bahasa inggris
2.	Menurut kalian, bagaimana cara mengajar guru di kelas tentang materi Descriptive text?	Guru mengajarkan dengan cara menjelaskan materi yang akan di pelajari dengan baik lalu mengerjakan beberapa soal terkait dengan materi yang disampaikan, namun terkadang bosan dengan guru hanya menjelaskan di depan kelas.	Peserta didik merasa penjelasan dari guru terkait materi yang disampaikan baik, tetapi guru hanya menjelaskan di depan kelas saja.
3.	Sebutkan pengalaman kalian dalam belajar Bahasa Inggris khususnya menulis Descriptive text?	Saya suka berimajinasi, saya suka menulis dalam bahasa inggris, saya dapat mendeskripsikan orang benda dan hewan,	Peserta didik memiliki pengalaman menulis descriptive teks dengan memiliki pengalaman dapat mendeskripsikan

		dan saya mengetahui berbagai kosa kata untuk mendeskripsikan sesuatu.	orang, benda, hewan dan mereka suka menulis dengan berimajinasi.
5.	Apa yang kalian ketahui tentang Descriptive text?	Descriptive teks adalah teks yang mendeskripsikan tentang ciri-ciri orang, benda atau hewan.	Peserta didik secara keseluruhan mengetahui pengertian dari descriptive teks itu sendiri.

Appendix 2

Score of Students' Writing SMP Wiyatama Bandar Lampung.

Class 8A

No.	Initial The Name of Students	Score
1.	AAL	50
2.	ASN	72
3.	ABCN	60
4.	CS	70
5.	DRF	55
6.	DF	70
7.	DOR	70
8.	HS	65
9.	HFA	60
10.	IOR	75
11.	IN	50
12.	KNA	80
13.	MPW	45
14.	NDP	55
15.	NA	75
16.	OPC	85
17.	PAJ	60
18.	RMJ	85
19.	RAS	45
20.	RWA	70
21.	SN	90
22.	SAP	65
23.	SMP	72
24.	TAMW	70
25.	TWP	80
26.	ZRF	60

Bandar Lampung, 10 Agustus 2018
Guru Mata Pelajaran

Ati Sulasmi, S.Pd. Ing

Score of Students' Writing
SMP Wiyatama Bandar Lampung.

Class 8B

No.	Initial The Name of Students	Score
1.	AN	60
2.	AC	55
3.	AD	72
4.	AK	70
5.	ATS	80
6.	AR	72
7.	ACBG	85
8.	DI	90
9.	DS	70
10.	DS	55
11.	HNP	65
12.	IP	55
13.	IS	80
14.	MNR	45
15.	MSAR	72
16.	NA	45
17.	RS	55
18.	RP	60
19.	RA	72
20.	WAM	85
21.	YG	70

Bandar Lampung, 10 Agustus 2018
 Guru Mata Pelajaran

Ati Sulasmi, S.Pd. Ing

Score of Students' Writing
SMP Wiyatama Bandar Lampung.

Class 8C

No.	Initial The Name of Students	Score
1.	AMS	85
2.	BJS	45
3.	DNAP	60
4.	DF	65
5.	DSPD	55
6.	FAS	45
7.	IGRJ	80
8.	MDP	65
9.	MHA	65
10.	MMD	70
11.	MRPH	70
12.	MRBB	72
13.	MSY	55
14.	MTW	72
15.	RR	60
16.	RT	70
17.	RP	65
18.	RP	65
19.	RNA	60
20.	RFZA	55
21.	SAR	40

Bandar Lampung, 10 Agustus 2018
 Guru Mata Pelajaran

Ati Sulasmi, S.Pd. Ing

Appendix 1b

The Result of Questionnaire with the Student's in Preliminary Research.

Questionnaire for the Students.

No.	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah kalian menyukai pelajaran Bahasa Inggris? Alasan?	Tidak. Karena kesulitan mempelajari kosa kata dalam bahasa inggris untuk bisa mengetahui bermacam-macam kata sifat, benda dll.	Peserta didik tidak menyukai pelajaran bahas inggris dikarenakan kesesulitan dalam mengetahui berbagai macam kosa kata dalam bahasa inggris
2.	Menurut kalian, bagaimana cara mengajar guru di kelas tentang materi Descriptive text?	Guru mengajarkan dengan cara menjelaskan materi yang akan di pelajari dengan baik lalu mengerjakan beberapa soal terkait dengan materi yang disampaikan, namun terkadang bosan dengan guru hanya menjelaskan di depan kelas.	Peserta didik merasa penjelasan dari guru terkait materi yang disampaikan baik, tetapi guru hanya menjelaskan di depan kelas saja.
3.	Sebutkan pengalaman kalian dalam belajar Bahasa Inggris khususnya menulis Descriptive text?	Saya suka berimajinasi, saya suka menulis dalam bahasa inggris, saya dapat mendeskripsikan	Peserta didik memiliki pengalaman menulis descriptive teks dengan memiliki pengalaman

		orang benda dan hewan, dan saya mengetahui berbagai kosa kata untuk mendeskripsikan sesuatu.	dapat mendeskripsikan orang, benda, hewan dan mereka suka menulis dengan berimajinasi.
4.	Apa kesulitan kalian saat menulis teks Descriptive text?	Saya tidak bisa mengeksplorasi ide ke dalam bahasa inggris, Saya kekurangan kosa kata dalam bahasa inggris, dan saya malas mencari kosa kata tersebut untuk di artikan ke dalam bahasa inggris.	Peserta didik mengalami kesulitan dalam menulis teks descriptive teks diantaranya kesulitan mendapatkan ide, dan kekurangan kosa kata dalam bahasa inggris.
5.	Apa yang kalian ketahui tentang Descriptive text?	Descriptive teks adalah teks yang mendeskripsikan tentang ciri-ciri orang, benda atau hewan.	Peserta didik secara keseluruhan mengetahui pengertian dari descriptive teks itu sendiri.

Appendix 1a

The Result of Interview with the English Teacher in Preliminary Research.

Interviewer : Siti Zahra Pakas
Interviewee : Ati Sulasmi, S.Pd.Ing
Day/Date : Wednesday/ February 07th 2018
Time : 11.00 am
Place : SMP Wiyatama Bandar Lampung

No.	Question	Answer	Conclusion
1.	How long have you been teaching English?	Since 2004 until now	The teacher was 14 th teaching in this school
2.	Can you explain your experience in teaching English, especially in teaching writing descriptive text?	The experienced that I have is the learner's felt big curious about this lesson, they always ask anything what they want to know. But, they have felt difficulties to learn English that is have a minimum vocabulary in English, so they can not explore their idea to describe something using English.	The teacher have a little problem that is the learners' have difficulties to learn English because those are, they can not explore their idea to describe something and they have a minimum vocabulary to describe something.
3.	Do you have methods, strategies, and techniques in teaching writing descriptive text?	Yes I have. The methods are discussing, observing and watching. I give the theme and also sample word for the learners',	The teacher have several methods to teach them they are discussing, observing and watching.

		after that they can be explore more words into the descriptive text.	
4.	Did you applied the Dictogloss and Write Pair Square techniques in teaching learning process, especially in teaching writing?	No, I did not.	The teacher did not used the both of techniques.
5.	Do you have problems in teaching writing descriptive?	Yes I have. Sometimes, the learners' have less vocabulary, have less idea, have low motivation and have not interested to write, so their also more ask the vocabulary to me and make the time for write descriptive text do not effectives.	The teacher have problems in teaching writing descriptive text they are the learners' did not has ability to write descriptive text and also the learners' still confused for start writing.
6.	How is students' ability in writing descriptive text?	They can write pieces of sentences using the word that can I showed for them before. But they have difficulties to make a text of descriptive, because they have not more vocabulary and they have not idea. For writing something.	The teacher opinion that the learners' have some ability to write pieces of sentences to word that can be teacher showed before. But have more difficulties to explore their more vocabulary and also their ideas.

7.	What is curriculum is used? KTSP or K13?	The curriculum for English lesson used the K13.	The teacher used the K13 for teaching English lesson.
8.	How is the criteria of mastery (KBM) in English for the English seventh grade?	The criteria of mastery in this school especially in English lesson is 72.	The KBM is used to English lesson is 72.

Appendix 3

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP WIYATAMA Bandar Lampung
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		
2.1. Menunjukkan					

<p>perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk</p>	<p>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c)</p>	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) meminta 	<p>12 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladana n ucapan

<p>melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan</p>	<p>menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman • <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <ul style="list-style-type: none"> a. <i>Excuse me. Attention, please. Yes, please. Alright., dan semacamnya</i> b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan semacamnya.</i> c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i> d. <i>What do you think? Rudi did it well,</i> 	<p>dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).</p> <ul style="list-style-type: none"> • Mencontoh keteladanan dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan</p>	<p>perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, 	<p>dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com
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<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan sebagainya.</i></p> <ul style="list-style-type: none"> • Unsur kebahasaan (1) Kosakata: kata sifat sederhana (2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i> (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan</p>	<p>pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) 	<p>tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di 		<p>com</p> <ul style="list-style-type: none"> - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p>memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) 	<p>dalam dan di luar kelas</p> <ul style="list-style-type: none"> • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya. <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tertulis mengisi balon teks dengan ungkapan 		
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		<p>menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang</p> <ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan 	<ul style="list-style-type: none"> • Ungkapan yang telah dipelajari sebelumnya • Membuat percakapan berdasarkan kriteria yang diberikan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi</p>		
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		yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.		
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menunjukkan sikap personal tentang 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. • mencontoh kebiasaan dengan 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Tingkat 	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal

<p>penggunaannya</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.</p> <ul style="list-style-type: none"> • <i>Struktur teks</i> <ol style="list-style-type: none"> a. <i>Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast., dan semacamnya.</i> b. <i>I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train., dan semacamnya</i> • <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> (1) Kata kerja bantu modal: <i>can, will.</i> (2) Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat. (3) Penggunaan 	<p>menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh 	<p>kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan 	<p>al/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dail.yenglish.com - http://americanenglish.state.gov/files/ae/resource_files
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	<p>nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu 	<p>melakukan suatu tindakan serta responnya</p> <p>Sikap:</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang 		<p>- http://learnenglish.britishcouncil.org/en/</p>
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		<p>tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> • Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan 	<p>pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p>		
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		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none">• Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	<p>Keterampilan:</p> <ul style="list-style-type: none">• Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan		
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			(b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas.		
<p>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi,</p>	<p>Teks lisan dan tulis untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya</p> <p><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman. • <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Come in, please! Thank you. Put the book on the table, please. Yes, sure., dan semacamnya</i> b. <i>Let's go! Okay.</i> 	<p><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Mencontoh kebiasaan dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara</p>	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Tingkat kelengkapan dan keruntutan struktur teks (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa 	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/

<p>mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Come with me! Sorry, I'm busy., dan sebagainya.</i></p> <p>c. <i>Don't be late again! Sure, I won't. Don't open it, ok? OK., dan sebagainya.</i></p> <p>d. <i>May I use your pen, please? Sure, here you are. May I wash my hands? Certainly., dan sebagainya.</i></p> <ul style="list-style-type: none"> • Unsur kebahasaan (1) Kosa kata: <i>please, okay, certainly, sure, sorry, Let's.</i> (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal <i>may</i>. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan 	<p>ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Secara kolaboratif, berusaha 	<p>kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap santun, peduli, dan percaya diri yang menyertai (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar 		<p>DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dail.yenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p>kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan</p> <p><i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan 	<p>kelas.</p> <ul style="list-style-type: none"> • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, termasuk kemudahan dan kesulitannya. <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk (a) memberi 		
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		<p>(a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>instruksi, (b) mengajak, (c) melarang, dan (d) minta ijin</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> • Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di</p>		
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			dalam dan di luar kelas.			
3.4	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya	Teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana <u>Masing-masing diajarkan secara terpisah</u> <ul style="list-style-type: none">• <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman• <i>Struktur text</i><ul style="list-style-type: none">a. Menyebutkan tujuan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).• <i>Unsur kebahasaan</i> (1) Kata dan tata bahasa yang lazim	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati <ul style="list-style-type: none">• Mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia.• Mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb.• Memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan	<ul style="list-style-type: none">• Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>)• Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.• Sikap tanggung jawab, kerjasama, peduli, dan percaya diri	20 JP	<ul style="list-style-type: none">• Buku Teks wajib• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat• Contoh teks dari sumber otentik• Sumber dari internet, seperti:<ul style="list-style-type: none">- www.dailyenglish.com
4.4	Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.					
4.5	Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan					

<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p><i>Topik</i></p> <p>Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan</p>	<p>unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). • Membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi 	<p>yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>Sikap:</p> <p>Observasi</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis</p>	<ul style="list-style-type: none"> - http://americanenglish.state.gov/files/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
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	teks lebih menarik.	<p>nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, 	<p>dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tertulis <p>Penggunaan struktur teks dan unsur kebahasaan dalam (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.</p> <p>Keterampilan:</p> <ul style="list-style-type: none"> • Portofolio <p>Hasil analisis dan masukan melalui kumpulan karya peserta didik dalam bentuk</p>		
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		<p>sekolah, dan rumah.</p> <ul style="list-style-type: none">• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.• Membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	<p>berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik.</p> <ul style="list-style-type: none">• Produk Membuat produk (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa memahami dan menghasilkan (a) undangan pribadi		
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			dan (b) ucapan selamat (<i>greeting card</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.		
3.5	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjelaskan, membanggakan, memuji, mengagumi, mengkritik, dsb. • <i>Struktur teks</i> <i>There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin.,dan</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain</p>	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. 	<p>8 JP</p> <ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
4.6	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam				

<p>jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>semacamnya.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> (1) Ungkapan dengan <i>There ...</i> (2) Kosakata: kata benda, Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. (3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. 	<p>tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan 	<ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. <p>Sikap:</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap kesungguhan, tanggung jawab, 	<ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p><i>Topik</i></p> <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <ul style="list-style-type: none"> • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber- 	<p>dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk 		
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		<p>sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan 	<p>kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Unjuk kerja <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan</p>		
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		<p>menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <ul style="list-style-type: none">• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di luar kelas.		
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<p>3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb. • <i>Struktur teks</i> <i>The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes.,dan</i> semacamnya. 	<p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Tingkat 	<p>8 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis
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<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> (1) Kata kerja dalam Simple Present Tense. (2) Adverbia: <i>always, often, sometimes, never, usually, every ...</i> (3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. <p><i>Topik</i></p>	<p>ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran 	<p>ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap 		<ul style="list-style-type: none"> • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>umum.</p> <ul style="list-style-type: none"> • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. 	<p>kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan 		
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		<ul style="list-style-type: none"> • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menuliskannya 	<p>kebenaran umum, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Unjuk kerja <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan</p>		
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		<p>dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <ul style="list-style-type: none">• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		
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<p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.. • <i>Struktur teks</i> <i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.</i>, dan sebagainya. • <i>Unsur kebahasaan</i> (1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense. (2) Kosakata: kata benda, kata kerja, 	<p>Mengamati</p> <ul style="list-style-type: none"> • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, 	<p>8 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari
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sesuai konteks.	<p>dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbia: <i>now</i></p> <p>(5) Kata ganti obyek: <i>me, you, him, her, us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p><i>Topik</i></p> <p>Tindakan, kejadian, keadaan, di kelas,</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini 	<p>tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan 	<p>internet, seperti:</p> <ul style="list-style-type: none"> - www.dail.yenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p>sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, 	<p>kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya. <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan 		
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		<p>di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none">• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.• Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	<p>menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>KETERAMPILAN</p> <ul style="list-style-type: none">• Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara		
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			lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan /kejadian yang sedang dilakukan /berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.		
--	--	--	--	--	--

**Kepala Sekolah SMP WIYATAMA
Bandar Lampung,**

EVI VIRDIANA, S.Si

**Guru Bidang Study
Bahasa Inggris,**

ATI SULASMI, S.Pd.Ing

Appendix 4

LESSON PLAN

School : SMP WIYATAMA BANDAR LAMPUNG

Subject : English

Class/Semester : VIII/1st

Core Material : Descriptive Text

Theme : Person

Time Allocation : 3 X 15 Minutes.

Meeting : 1

A. CORE COMPETENCES.

KI 1 : Respect and Appreciated the teaching of their religion.

KI 2 : Demonstrate the honest behavior, honest, discipline, responsibility, caring (tolerance, mutual cooperation), polite, self confidence, in interacting effectively with the social and natural environment and in placing the self as a reflection nation in the world.

KI 3 : Understanding and applying of knowledge (factual, conceptual, and procedural) based on his/her curious about science, technology, arts, culture, related causes of phenomena and appear event of eyes.

KI 4 : Process, Supply and reason of think in the concrete domain (utilize, become disentangled, string up, modify, and make) and abstract domain

(write, read, calculate, draw, and string) appropriate with what have done learn at school and another resource the same in a look angle/theory.

B. BASIC COMPETENCE

3.5 Apply social functions, text structures, language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal, appropriate with the using of context. (Unsure of language *there is/are*).

4.6 Arrange transactional interactions of text by spoken and written very shortly and simply that the written which given involve of step and require information related to person, thing, animal, appropriate with the context.

C. INDICATOR COMPETENCE ACHIEVEMENTS.

3.5.1. Comprehend the meaning as a spoken transactional interaction and written which given involve of step and require the structure of text, and the element of language descriptive text, related to person, thing and animal. (C1)

3.5.2. Identify the descriptive text by spoken and written with watch the learning text of structure related to person, thing, and animal. (C1)

3.5.3. Applied the social function, text structure and language element in descriptive text (C2)

4.6.1. Explain the structure of descriptive text (C2)

4.6.2. Make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
(C3)

4.6.3. Find detailed information in descriptive text. (C3)

D. GOALS LEARNING.

At the end learning process student are able to:

- 1). The students are able to identify the purpose of descriptive text.
- 2). The students are able to identify social functions, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 3). The students are able to apply social function, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 4). The students are able to explains the structure of descriptive text.
- 5). The students are able to make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
- 6). The students are able to find detailed information in descriptive text.

E. LEARNING MATERIAL.

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text that tells about person, thing, animal etc. The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg).

Sometimes a descriptive text has a general comment at the end, for example:

He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describe physical, appearance, quality, behavior, etc.

3. Language Features

•Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)
- Adjectives (example: strong, tall, short, etc.)
- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identifications \Rightarrow

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

Descriptions \Rightarrow

About his physical appearance, Mark's body is 170 centimeters tall with the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Source: <https://www.englishcoo.com/contoh-descriptive-text-about-someone/>

4. Communicative Function

To describe a particular person, thing or animal.

F. LEARNING METHOD.

- Approach : Scientific Approach
- Technique : Scaffolding Technique.

Can be used for written ability by the teacher led the students teaching writing process based on students information, shared to other students to know the weakness for write about the topic who want to describe as descriptive text

G. MEDIA AND LEARNING TOOL.

- Media : Picture, PPT, Text
- Learning Tool : Laptop, LCD, Marker.

H. LEARNING STEPS.*First Meeting*

Activity	Description	Time Allocation
<ul style="list-style-type: none"> • <i>Pre Teaching</i> 	<ul style="list-style-type: none"> • The students are prepared to start the learning process (praying, checking the attendance list, and preparing written tools. • The students are motivated in contextual term based on the aims of learning about descriptive text with the theme person/animal/thing • The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. 	10 Minutes

<ul style="list-style-type: none"> • <i>Whilst Teaching</i> 	<p>Students' Activity</p> <p>Observing</p> <ul style="list-style-type: none"> • The technique is introduced to the students, such as the technique works. • Students are directed to the discussion of descriptive text material about person based on the material in the context of text such as the functions, the language features and given examples (Student-Centered) <p>Questioning</p> <ul style="list-style-type: none"> • Students are asked to ask if there is no clear from descriptive text about the theme person. <p>Exploring</p> <ul style="list-style-type: none"> • The group are chosen by teacher (Team-Building) • The each group are chosen the topics in the theme and also got the picture. After that the students find the information about the topics. (Topic-Selection) • The groups are found the topics who will be describe, next they get modeling how to write a proper writing and make a point that they should pass some stages in writing. • The groups shared the idea with the teacher about the topics they are chosen who will be describe. Students get an outline about the topics and construct a rough draft from the outline. (appendix 2) • The groups should do peer feedback and try to analyze their friends' writing and find the mistakes. After the students make a descriptive text, in peer feedback, they should use some guided question which was given from the teacher. (See on appendix 15) <p>Associating</p> <ul style="list-style-type: none"> • The groups are asked to revise their writing and their final writing. 	<p>30 Minutes</p>
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	Communicating <ul style="list-style-type: none"> Groups are asked to do the exercise based on the text in LCD and also collect the topics form to the teacher. (Evaluation). 	
<ul style="list-style-type: none"> <i>Post Teaching</i> 	<ul style="list-style-type: none"> Students are asked about difficulties what has been learned. Guided students conclude the material that has been learned. Teachers and students close the lesson by praying together. 	5 Minutes

I. LEARNING RESOURCES

- Text which related with descriptive text

J. ASSESMENT SYSTEM.

- Form : Written Form
- Materi/Technique : Writing Descriptive Text/Scaffolding
- Instrument : (Appendix 3)
- Rubric Score :

NO	The Element of Writing	Score
1.	Task Fullfilment/Content (The agreement with the title chosen)	20
2.	Organization (Paragraph Unity, coherence, and cohesion)	20
3.	Vocabulary (The precision of using vocabulary)	20
4.	Language (Used grammar, tenses, and pattern)	30
5.	Mechanics (Spelling and punctuation)	10
	Total	100

The final score= Task fulfillment/Content + Organization + Vocabulary + Language + Mechanics

Teacher,

Bandar Lampung,2018
Researcher,

ATI SULASMI, S.Pd.Ing
NIK.

SITI ZAHRA PAKAS
NPM. 1411040362

Acknowledging,
Headmaster of SMP WIYATAMA

EVI VIRDIANA, S.Si.
NIK.

Appendix 1. Descriptive text about person.

Describing Outline About Mark Elliot Zuckerberg

1. American computer programmer
2. Co-founder of Facebook
3. His body is 170 centimeters
4. His hair color is red
5. His eyes are blue
6. His wife named Priscilla Chan

Example for Modeling Descriptive Text:

Mark Elliot Zuckerberg

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

About his physical appearance, Mark's body is 170 centimeters tall with the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

*Appendix 2.***A. Describing Outline About My Mother**

1. Beautiful Women.
2. Not tall but not short.
3. Curly hair and brown.
4. Good example.
5. Organized person.
6. Very kind person.

B. Describing Outline About Sule

1. His full name is Entis Sutisna
2. Famous Comedian
3. Very Unique
4. Has Oval Face
5. Has Flat Nose
6. Has Slanting Eyes
7. Full of jokes

C. Describing Outline About Ronaldo

1. His full name is Cristiano Ronaldo
2. Handsome
3. His shirt number is 7
4. Famous Footballer
5. From Portugal

D. Describing Outline About BJ Habibie

1. Wise Person
2. Third president of Indonesian
3. Has High Intelligence
4. Has brown skin
5. Has short body.
6. Wear eyeglass

E. Describing Outline About Rizki Febian

1. Pop singer
2. Eldest son from Sule
3. Handsome
4. Good personality

5. Has Tall Body
6. Has sweet smile

Appendix 3

Test 1

1. Write a descriptive text related to this topics, these are:
 - a. My Mother
 - b. Sule
 - c. Ronaldo
 - d. BJ Habibie
 - e. Rizki Febian
2. Write your text by using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 15

PEER FEEDBACK (Scaffolding Technique)

Author's name :

Reviewer's name :

1. Are you able to read the writing easily? What do you think about the writing?
(Give the number 1-5, and the comment)

.....

.....

.....

2. Does the writing consist of two generic structures in descriptive text?
(identify)

.....

.....

.....

3. Does the writing have the same idea with the mind mapping? (Identify)

.....

.....

.....

4. Is there any misspelling? (Identify without correction)

.....

.....

.....

5. Is there any problem with tense? (The tense should be in *Simple Present Tense*)

.....

-
-
6. What do you think about the writing? What should be added to make the writing clearer?
-
-
-
7. If you are teacher, how score the writing? Why? (Scale 1-8)
-
-
-
8. As a student. What do you think about this writing task? (Scale 1-5 and give comment)
-
-
-



Describing outline about “Sule”:

1. His full name is Entis Sutisna
2. Famous comedian
3. Very unique
4. Has oval face
5. Has flat nose
6. Has slanting eyes
7. Full of jokes



Outline describing about “Ronaldo”

1. His full name is Cristian Ronaldo
2. Handsome
3. His shirt number is 7
4. Famous footballer
5. From Portugal



Outline describing about “BJ Habibie”

1. Wise person
2. Third president of Indonesia
3. High Intelligence
4. Has brown skin
5. Has short body
6. Wear eyeglass



Outline describing about “Rizki Febian”

1. Pop singer
2. Eldest son from Sule
3. Handsome
4. Good personality
5. Has sweet smile
6. Tall Body

*Appendix 2.***Outline About Mother****1. Beautiful Person****My Mother**

My Mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is good example to me. She loves being in the Church, and she loves sing and dance too. She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Text. 2 Sule**Sule**

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair long with brown and yellow colour. He has oval face, flat nose and slanting eyes.

People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Va Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Text 3. Ronaldo**Ronaldo**

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

Text 4. BJ Habibie

BJ Habibie

There are seven peoples who have been the president of Indonesian Republic, but we think, out favourite one is third president named is Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibe was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. Here are some of his appereance, so you can capture him in your mind. He has browny skin, sharp nose, thin eyebrows, sweet lips, short wavy, black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A. Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Because of his intelligence, he got a scholarship to learn about aircraft assembly in German.

Text 5. Rizki Febian

Rizki Febian

He professionally known as Rizky Febian, is an Indonesian singer, song writer, actor and TV presenter. He born in Bandung, February 25, 1998. Rizki Febian Adriansah is the eldest son of a famous comedian who has a name Indonesia Sule original Entis Sutisna and Lina. His name began to rebound and come to fill in

some of the events on screen to entertain the audience. Rizky who is familiar greeting, more known to the public after often appeared with his father on the screen. Later Rizky also frequently appeared on several TV programs.

His name began to be known since frequently appeared on TV with his father, he never played in the movie “Detective Sule Gecko” with his father, Rizky also been hosted in Kata-style quiz. He is now playing sinetron Super Dede in MNCTV acts as bumper sister Dede played by Dede Sunandar. Risky also known as one of the plays in some segments in Not Just Wayang care of his father in a segment Cepot Tips and Tips Ala Raditya Dika.

*Appendix 3***Test 1**

4. Write a descriptive text related to this topics, these are:
 - f. My Mother
 - g. Sule
 - h. Ronaldo
 - i. BJ Habibie
 - j. Rizki Febian
5. Write your text by using generic structure that consists of introduction and description well.
6. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 5

LESSON PLAN

School : SMP WIYATAMA BANDAR LAMPUNG

Subject : English

Class/Semester : VIII/1st

Core Material : Descriptive Text

Theme : Animal

Time Allocation : 3 X 15 Minutes.

Meeting : 2

A. CORE COMPETENCES.

KI 1 : Respect and Appreciated the teaching of their religion.

KI 2 : Demonstrate the honest behavior, honest, discipline, responsibility, caring (tolerance, mutual cooperation), polite, self confidence, in interacting effectively with the social and natural environment and in placing the self as a reflection nation in the world.

KI 3 : Understanding and applying of knowledge (factual, conceptual, and procedural) based on his/her curious about science, technology, arts, culture, related causes of phenomena and appear event of eyes.

KI 4 : Process, Supply and reason of think in the concrete domain (utilize, become disentangled, string up, modify, and make) and abstract domain

(write, read, calculate, draw, and string) appropriate with what have done learn at school and another resource the same in a look angle/theory.

B. BASIC COMPETENCE

3.5 Apply social functions, text structures, language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal, appropriate with the using of context. (Unsure of language *there is/are*).

4.6 Arrange transactional interactions of text by spoken and written very shortly and simply that the written which given involve of step and require information related to person, thing, animal, appropriate with the context.

C. INDICATOR COMPETENCE ACHIEVEMENTS.

3.5.1. Comprehend the meaning as a spoken transactional interaction and written which given involve of step and require the structure of text, and the element of language descriptive text, related to person, thing and animal. (C1)

3.5.2. Identify the descriptive text by spoken and written with watch the learning text of structure related to person, thing, and animal. (C1)

3.5.3. Applied the social function, text structure and language element in descriptive text (C2)

4.6.1. Explain the structure of descriptive text (C2)

4.6.2. Make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
(C3)

4.6.3. Find detailed information in descriptive text. (C3)

D. GOALS LEARNING.

At the end learning process student are able to:

- 1). The students are able to identify the purpose of descriptive text.
- 2). The students are able to identify social functions, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 3). The students are able to apply social function, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 4). The students are able to explains the structure of descriptive text.
- 5). The students are able to make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
- 6). The students are able to find detailed information in descriptive text.

E. LEARNING MATERIAL.

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text that tells about person, thing, animal etc. The part that describes the animal in details (for example how its looks like, how slim/fat, how shape, nose, eyes, habit, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: I love him so much as my cute pet.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, size, shape etc in general word.

➤ Description

Describing physical, appearance, quality, behavior, etc. in specification describing related to general word who want to wrote before.

3. Language Features

•Simple present tense

-Using adjective

S + to be + Adj = My pet is a cat

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: house, my rabbit, etc.)
- Adjectives (example: long, tall, short, thick, etc.)
- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identifications \Rightarrow

My pet is a cat. My cat's name is Wloobie. He has soft brown and white fur. His eyes are brown. He has a round head and whiskers.

Descriptions \Rightarrow

His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying "Wluuuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me. I loved him so much as my cute pet.

Source: <https://www.englishcoo.com/contoh-descriptive-text-tentang-hewan/>

4. Communicative Function

To describe a particular person, thing or animal.

F. LEARNING METHOD.

- Approach : Scientific Approach
- Technique : Scaffolding Technique.

Can be used for written ability by the teacher led the students teaching writing process based on students information, shared to other students to know the weakness for write about the topic who want to describe as descriptive text

G. MEDIA AND LEARNING TOOL.

- Media : Picture, PPT, Text
- Learning Tool : Laptop, LCD, Marker.

H. LEARNING STEPS.

Seconds Meeting

Activity	Description	Time Allocation
<ul style="list-style-type: none"> • <i>Pre Teaching</i> 	<ul style="list-style-type: none"> • The students are prepared to start the learning process (praying, checking the attendance list, and preparing written tools. • The students are motivated in contextual term based on the aims of learning about descriptive text with the theme person/animal/thing • The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. 	10 Minutes
<ul style="list-style-type: none"> • <i>Whilst Teaching</i> 	Students' Activity Observing <ul style="list-style-type: none"> • The technique is introduced to the 	30 Minutes

	<p>students, such as the technique works.</p> <ul style="list-style-type: none"> Students are directed to the discussion of descriptive text material about animal based on the material in the context of text such as the functions, the language features and given examples (Student-Centered) <p>Questioning</p> <ul style="list-style-type: none"> Students are asked to ask if there is no clear from descriptive text about the theme animal. <p>Exploring</p> <ul style="list-style-type: none"> The group are chosen by teacher (Team-Building) The each group are chosen the topics in the theme and also got the picture. After that the students find the information about the topics. (Topic-Selection) The groups are found the topics who will be describe, next they get modeling how to write a proper writing and make a point that they should pass some stages in writing. The groups shared the idea with the teacher about the topics they are chosen who will be describe. Students got an outline about the topics and construct a rough draft from the outline. (appendix 2) The groups should do peer feedback and try to analyze their friends' writing and find the mistakes. In peer feedback, they should use some guided question which was given from the teacher. (See on appendix 15) <p>Associating</p> <ul style="list-style-type: none"> The groups are asked to revise their writing and their final writing. <p>Communicating</p> <ul style="list-style-type: none"> Groups are asked to do the exercise based on the topics in LCD and also collect the form to the teacher. (Evaluation). 	
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<ul style="list-style-type: none"> • <i>Post Teaching</i> 	<ul style="list-style-type: none"> • Students are asked about difficulties what has been learned. • Guided students conclude the material that has been learned. • Teachers and students close the lesson by praying together. 	5 Minutes
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I. LEARNING RESOURCES

- Text which related with descriptive text

J. ASSESMENT SYSTEM.

- Form : Written Form
- Materi/Technique : Writing Descriptive Text/Scaffolding
- Instrument : (Appendix 3)
- Rubric Score :

NO	The Element of Writing	Score
1.	Task Fullfilment/Content (The agreement with the title chosen)	20
2.	Organization (Paragraph Unity, coherence, and cohesion)	20
3.	Vocabulary (The precision of using vocabulary)	20
4.	Language (Used grammar, tenses, and pattern)	30
5.	Mechanics (Spelling and punctuation)	10
	Total	100

The final score= Task fulfillment/Content + Organization + Vocabulary + Language + Mechanics

Teacher,

Bandar Lampung,2018
Researcher,

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Acknowledging,
Headmaster of SMP WIYATAMA

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NIK.

Appendix 1. Descriptive text about animal.

Describing Outline About Cat

1. The name is Wloobie.
2. Soft brown and white fur.
3. Eyes are brown.
4. Round head and whiskers.
5. Eating fish.
6. Four legs.

Example for Modeling Descriptive Text:

Cat

My pet is a cat. My cat's name is Wloobie. He has soft brown and white fur.

His eyes are brown. He has a round head and whiskers.

His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying "Wluuuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me. I loved him so much as my cute pet.

*Appendix 2***A. Describing Outline About Rabbit**

1. She is 3 years old
2. She hops using her legs
3. Has short tail but long ears
4. Has four legs
5. Powerful to hop
6. She eats carrot

B. Describing Outline About Panda

1. Live in Western China
2. White thick fur colour
3. Black eyes
4. Eat bamboos
5. Big head
6. Rounded ears.

C. Describing Outline About Elephant

1. Herbivore animal
2. Has hairless skin
3. Has wide ears
4. Has four legs
5. Has long trunk.
6. Eats vegetables

D. Describing Outline About Tiger

1. Wild animal
2. Biggest cat of their species
3. Live in jungle
4. Hunt in daylight
5. Has stripes in their body

E. Describing Outline About Camel

1. Has big and strong body
2. Live in dry and desert regions in Asia and North Africa
3. Has thick and long eyelashes
4. Can save a lot of reserve water

*Appendix 3***Test 1**

1. Write a descriptive text related to this topics, these are:
 - a. Rabbit
 - b. Panda
 - c. Elephant
 - d. Tiger
 - e. Camel
2. Write your text by using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 15.

PEER FEEDBACK

Author's name :

Reviewer's name :

1. Are you able to read the writing easily? What do you think about the writing?
(Give the number 1-5, and the comment)

.....

.....

.....

2. Does the writing consist of two generic structures in descriptive text?
(identify)

.....

.....

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3. Does the writing have the same idea with the mind mapping? (Identify)

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4. Is there any misspelling? (Identify without correction)

.....

.....

.....

5. Is there any problem with tense? (The tense should be in *Simple Present Tense*)

.....

.....

.....

6. What do you think about the writing? What should be added to make the writing clearer?

.....

.....

.....

7. If you are teacher, how score the writing? Why? (Scale 1-8)

.....

.....

.....

8. As a student. What do you think about this writing task? (Scale 1-5 and give comment)

.....

.....

.....

Appendix 2.

Outline About Mother

1. Beautiful Person

My Mother

My Mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is good example to me. She loves being in the Church, and she loves sing and dance too. She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Text. 2 Sule

Sule

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Va Java (OVJ), Awas Ada

Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Text 3. Ronaldo

Ronaldo

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

Text 4. BJ Habibie

BJ Habibie

There are seven peoples who have been the president of Indonesian Republic, but we think, our favourite one is third president named is Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibe was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. Here are some of his appearance, so you can capture him in your mind. He has brownny skin, sharp nose, thin eyebrows, sweet lips, short wavy, black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap,

also often wear coat or white clothes.

He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A. Turi Marini Puspwardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Because of his intelligence, he got a scholarship to learn about aircraft assembly in German.

Text 5. Rizki Febian

Rizki Febian

He professionally known as Rizky Febian, is an Indonesian singer, song writer, actor and TV presenter. He born in Bandung, February 25, 1998. Rizki Febian Adriansah is the eldest son of a famous comedian who has a name Indonesia Sule original Entis Sutisna and Lina. His name began to rebound and come to fill in some of the events on screen to entertain the audience. Rizky who is familiar greeting, more known to the public after often appeared with his father on the screen. Later Rizky also frequently appeared on several TV programs.

His name began to be knowbn since frequently appeared on TV with his father, he never played in the movie “Detective Sule Gecko” with his father, Rizky also been hosted in Kata-style quiz. He is now playing sinetron Super Dede in MNCTV acts as bumper sister Dede played by Dede Sunandar. Risky also known as one of the plays in some segments in Not Just Wayang care of his father in a segment Cepot Tips and Tips Ala Raditya Dika.

Appendix 3

Test 1

4. Write a descriptive text related to this topics, these are:
 - f. My Mother
 - g. Sule
 - h. Ronaldo
 - i. BJ Habibie
 - j. Rizki Febian
5. Write your text by using generic structure that consists of introduction and description well.
6. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 6

LESSON PLAN

School : SMP WIYATAMA BANDAR LAMPUNG

Subject : English

Class/Semester : VIII/1st

Core Material : Descriptive Text

Theme : Thing

Time Allocation : 3 X 15 Minutes.

Meeting : 3

A. CORE COMPETENCES.

KI 1 : Respect and Appreciated the teaching of their religion.

KI 2 : Demonstrate the honest behavior, honest, discipline, responsibility, caring (tolerance, mutual cooperation), polite, self confidence, in interacting effectively with the social and natural environment and in placing the self as a reflection nation in the world.

KI 3 : Understanding and applying of knowledge (factual, conceptual, and procedural) based on his/her curious about science, technology, arts, culture, related causes of phenomena and appear event of eyes.

KI 4 : Process, Supply and reason of think in the concrete domain (utilize, become disentangled, string up, modify, and make) and abstract domain

(write, read, calculate, draw, and string) appropriate with what have done learn at school and another resource the same in a look angle/theory.

B. BASIC COMPETENCE

3.5 Apply social functions, text structures, language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal, appropriate with the using of context. (Unsure of language *there is/are*).

4.6 Arrange transactional interactions of text by spoken and written very shortly and simply that the written which given involve of step and require information related to person, thing, animal, appropriate with the context.

C. INDICATOR COMPETENCE ACHIEVEMENTS.

3.5.1. Comprehend the meaning as a spoken transactional interaction and written which given involve of step and require the structure of text, and the element of language descriptive text, related to person, thing and animal. (C1)

3.5.2. Identify the descriptive text by spoken and written with watch the learning text of structure related to person, thing, and animal. (C1)

3.5.3. Applied the social function, text structure and language element in descriptive text (C2)

4.6.1. Explain the structure of descriptive text (C2)

4.6.2. Make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
(C3)

4.6.3. Find detailed information in descriptive text. (C3)

D. GOALS LEARNING.

At the end learning process student are able to:

- 1). The students are able to identify the purpose of descriptive text.
- 2). The students are able to identify social functions, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 3). The students are able to apply social function, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 4). The students are able to explains the structure of descriptive text.
- 5). The students are able to make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
- 6). The students are able to find detailed information in descriptive text.

E. LEARNING MATERIAL.

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text that tells about person, thing, animal etc. The part that describes the thing in details (for example how size, colour, shape, etc).

Sometimes a descriptive text has a general comment at the end, for example:

I love my Teddy Bear very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as size, shape etc in general word.

➤ Description

Describing function, quality, etc. in specification describing related to general word who want to wrote before.

3. Language Features

•Simple present tense

-Using adjective

S + to be + Adj

It is my Teddy Bear

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)
- Adjectives (example: strong, tall, short, etc.)
- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identifications \Rightarrow

My favorite toy is a teddy bear. It's name is Ted.
My father gave it on my tenth birthday

Descriptions \Rightarrow

Ted is brown and white color. It has a ribbon around its neck. Ist is operated by a battery. It can walk and sit down. I like to play with Ted. I keep my Ted in my cupboard. I love my little Ted very much.

Source: <http://www.bahasaingrismudah.com/3-contoh-descriptive-text-tentang-boneka-kesayangan-dan-artinya/>

4. Communicative Function

To describe a particular person, thing or animal.

F. LEARNING METHOD.

- Approach : Scientific Approach
- Technique : Scaffolding Technique.

Can be used for written ability by the teacher led the students teaching writing process based on students information, shared to other students to know the weakness for write about the topic who want to describe as descriptive text

G. MEDIA AND LEARNING TOOL.

- Media : Picture, PPT, Text
- Learning Tool : Laptop, LCD, Marker.

H. LEARNING STEPS.

Third Meeting

Activity	Description	Time Allocation
<ul style="list-style-type: none"> • <i>Pre Teaching</i> 	<ul style="list-style-type: none"> • The students are prepared to start the learning process (praying, checking the attendance list, and preparing written tools. • The students are motivated in contextual term based on the aims of learning about descriptive text with the theme person/animal/thing • The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. 	10 Minutes
<ul style="list-style-type: none"> • <i>Whilst Teaching</i> 	Students' Activity Observing <ul style="list-style-type: none"> • The technique is introduced to the 	30 Minutes

	<p>students, such as the technique works.</p> <ul style="list-style-type: none"> Students are directed to the discussion of descriptive text material about thing based on the material in the context of text such as the functions, the language features and given examples (Student-Centered) <p>Questioning</p> <ul style="list-style-type: none"> Students are asked to ask if there is no clear from descriptive text about the theme thing. <p>Exploring</p> <ul style="list-style-type: none"> The group are chosen by teacher (Team-Building) The each group are chosen the topics in the theme and also got the picture. After that the students find the information about the topics. (Topic-Selection) The groups are found the topics who will be describe, next they get modeling how to write a proper writing and make a point that they should pass some stages in writing. The groups shared the idea with the teacher about the topics they are chosen who will be describe. Students got an outline about the topics and construct a rough draft from the outline. (appendix 2) The groups should do peer feedback and try to analyze their friends' writing and find the mistakes. In peer feedback, they should use some guided question which was given from the teacher. (See on appendix 15) <p>Associating</p> <ul style="list-style-type: none"> The groups are asked to revise their writing and their final writing. <p>Communicating</p> <ul style="list-style-type: none"> Groups are asked to do the exercise based on the text in LCD and also collect the topics form to the teacher. (Evaluation). 	
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<ul style="list-style-type: none"> • <i>Post Teaching</i> 	<ul style="list-style-type: none"> • Students are asked about difficulties what has been learned. • Guided students conclude the material that has been learned. • Teachers and students close the lesson by praying together. 	5 Minutes
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I. LEARNING RESOURCES

- Text which related with descriptive text

J. ASSESMENT SYSTEM.

- Form : Written Form
- Materi/Technique : Writing Descriptive Text/Scaffolding
- Instrument : (Appendix 3)
- Rubric Score :

NO	The Element of Writing	Score
1.	Task Fullfilment/Content (The agreement with the title chosen)	20
2.	Organization (Paragraph Unity, coherence, and cohesion)	20
3.	Vocabulary (The precision of using vocabulary)	20
4.	Language (Used grammar, tenses, and pattern)	30
5.	Mechanics (Spelling and punctuation)	10
	Total	100

The final score= Task fulfillment/Content + Organization + Vocabulary + Language + Mechanics

Teacher,

Bandar Lampung,2018
Researcher,

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NIK.

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Acknowledging,
Headmaster of SMP WIYATAMA

EVI VIRDIANA, S.Si.
NIK.

Appendix 1. Descriptive text about thing.

Describing Outline About My Teddy Bear

1. The name of my doll is Teddy.
2. Teddy bear.
3. Small.
4. Thick brown fur.
5. Fur feels soft.
6. Accompanies me sleeping.

Example for Modeling Descriptive Text:

My Teddy Bear

My favorite toy is a teddy bear. It's name is Ted. My father gave it on my tenth birthday. Ted is brown and white color. It has a ribbon around its neck. Ist is operated by a battery. It can walk and sit down. I like to play with Ted. I keep my Ted in my cupboard. I love my little Ted very much.

Appendix 2

A. Outline Describing About Laptop

1. A label of the laptop is Asus
2. The colour is black
3. There is a web cam planted in the screen framework
4. The thickness of the body is 2.2 cm
5. For saved the data
6. For typing

B. Outline Describing About My Bag

1. Simple bag.
2. Backpack.
3. Black colour.
4. Three pouch, the big pouch, the average pouch and the small pouch.
5. The function of each pouch.
6. Own zipper

C. Outline Describing About Shoes

1. The colour of the shoes are black and white
2. For school shoes
3. Comfortable shoes
4. Favourite shoes

D. Outline Describing About My On the Bicycle

1. Antique Bicycle
2. Made of Iron
3. There are two seats available on this bicycle
4. Has two wheels
5. The colour of tire is black

E. Outline Describing About My Phone

1. The type is an Android based smartphone
2. The android version is 7.1.2
3. For phone call
4. For searching all information
5. Has 5 MP front camera
6. Has 13 MP rear or back camera

*Appendix 3***Test 1**

1. Write a descriptive text related to this topics, these are:
 - a. Laptop
 - b. My bag
 - c. Shoes
 - d. My Onthel Bicycle
 - e. My Phone
2. Write your text by using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 15.

PEER FEEDBACK

Author's name :

Reviewer's name :

1. Are you able to read the writing easily? What do you think about the writing?
(Give the number 1-5, and the comment)

.....

.....

.....

2. Does the writing consist of two generic structures in descriptive text?
(identify)

.....

.....

.....

3. Does the writing have the same idea with the mind mapping? (Identify)

.....

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.....

4. Is there any misspelling? (Identify without correction)

.....

.....

.....

5. Is there any problem with tense? (The tense should be in *Simple Present Tense*)

.....

.....

.....

6. What do you think about the writing? What should be added to make the writing clearer?

.....

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.....

7. If you are teacher, how score the writing? Why? (Scale 1-8)

.....

.....

.....

8. As a student. What do you think about this writing task? (Scale 1-5 and give comment)

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.....

.....

Appendix 2.

Outline About Mother

1. Beautiful Person

My Mother

My Mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is good example to me. She loves being in the Church, and she loves sing and dance too. She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Text. 2 Sule

Sule

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Va Java (OVJ), Awas Ada

Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Text 3. Ronaldo

Ronaldo

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

Text 4. BJ Habibie

BJ Habibie

There are seven peoples who have been the president of Indonesian Republic, but we think, our favourite one is third president named is Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibe was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. Here are some of his appearance, so you can capture him in your mind. He has brownny skin, sharp nose, thin eyebrows, sweet lips, short wavy, black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap,

also often wear coat or white clothes.

He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A. Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Because of his intelligence, he got a scholarship to learn about aircraft assembly in German.

Text 5. Rizki Febian

Rizki Febian

He professionally known as Rizky Febian, is an Indonesian singer, song writer, actor and TV presenter. He born in Bandung, February 25, 1998. Rizki Febian Adriansah is the eldest son of a famous comedian who has a name Indonesia Sule original Entis Sutisna and Lina. His name began to rebound and come to fill in some of the events on screen to entertain the audience. Rizky who is familiar greeting, more known to the public after often appeared with his father on the screen. Later Rizky also frequently appeared on several TV programs.

His name began to be knowbn since frequently appeared on TV with his father, he never played in the movie “Detective Sule Gecko” with his father, Rizky also been hosted in Kata-style quiz. He is now playing sinetron Super Dede in MNCTV acts as bumper sister Dede played by Dede Sunandar. Risky also known as one of the plays in some segments in Not Just Wayang care of his father in a segment Cepot Tips and Tips Ala Raditya Dika.

*Appendix 3***Test 1**

4. Write a descriptive text related to this topics, these are:
 - f. My Mother
 - g. Sule
 - h. Ronaldo
 - i. BJ Habibie
 - j. Rizki Febian
5. Write your text by using generic structure that consists of introduction and description well.
6. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 7

LESSON PLAN

School : SMP WIYATAMA BANDAR LAMPUNG

Subject : English

Class/Semester : VIII/1st

Core Material : Descriptive Text

Theme : Person

Time Allocation : 3 X 15 Minutes.

Meeting : 1

A. CORE COMPETENCES.

KI 1 : Respect and Appreciated the teaching of their religion.

KI 2 : Demonstrate the honest behavior, honest, discipline, responsibility, caring (tolerance, mutual cooperation), polite, self confidence, in interacting effectively with the social and natural environment and in placing the self as a reflection nation in the world.

KI 3 : Understanding and applying of knowledge (factual, conceptual, and procedural) based on his/her curious about science, technology, arts, culture, related causes of phenomena and appear event of eyes.

KI 4 : Process, Supply and reason of think in the concrete domain (utilize, become disentangled, string up, modify, and make) and abstract domain

(write, read, calculate, draw, and string) appropriate with what have done learn at school and another resource the same in a look angle/theory.

B. BASIC COMPETENCE

3.5 Apply social functions, text structures, language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal, appropriate with the using of context. (Unsure of language *there is/are*).

4.6 Arrange transactional interactions of text by spoken and written very shortly and simply that the written which given involve of step and require information related to person, thing, animal, appropriate with the context.

C. INDICATOR COMPETENCE ACHIEVEMENTS.

3.5.1. Comprehend the meaning as a spoken transactional interaction and written which given involve of step and require the structure of text, and the element of language descriptive text, related to person, thing and animal. (C1)

3.5.2. Identify the descriptive text by spoken and written with watch the learning text of structure related to person, thing, and animal. (C1)

3.5.3. Applied the social function, text structure and language element in descriptive text (C2)

4.6.1. Explain the structure of descriptive text (C2)

4.6.2. Make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
(C3)

4.6.3. Find detailed information in descriptive text. (C3)

D. GOALS LEARNING.

At the end learning process student are able to:

- 1). The students are able to identify the purpose of descriptive text.
- 2). The students are able to identify social functions, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 3). The students are able to apply social function, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 4). The students are able to explains the structure of descriptive text.
- 5). The students are able to make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
- 6). The students are able to find detailed information in descriptive text.

E. LEARNING MATERIAL.

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text that tells about person, thing, animal etc. The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg).

Sometimes a descriptive text has a general comment at the end, for example:

He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describe physical, appearance, quality, behavior, etc.

3. Language Features

•Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)
- Adjectives (example: strong, tall, short, etc.)
- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identifications \Rightarrow

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

Descriptions \Rightarrow

About his physical appearance, Mark's body is 170 centimeters tall with the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

Source: <https://www.englishcoo.com/contoh-descriptive-text-about-someone/>

4. Communicative Function

To describe a particular person, thing or animal.

F. LEARNING METHOD.

- Approach : Scientific Approach
- Technique : Write Pair Square (WPS)

The student active by compares him/her has ideas before write, and with a partner share about an idea also discussing the result of it. The both of the techniques are working a group.

G. MEDIA AND LEARNING TOOL.

- Media : Picture, PPT, Text
- Learning Tool : Laptop, LCD, Marker.

H. LEARNING STEPS.

First Meeting

Activity	Description	Time Allocation
<ul style="list-style-type: none"> • <i>Pre Teaching</i> 	<ul style="list-style-type: none"> • The students are prepared to start the learning process (praying, checking the attendance list, and preparing written tools. • The students are motivated in contextual term based on the aims of learning about descriptive text with the theme person/animal/thing • The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. 	10 Minutes
<ul style="list-style-type: none"> • <i>Whilst Teaching</i> 	<p>Students' Activity</p> <p>Observing</p> <ul style="list-style-type: none"> • The technique is introduced to the students, such as the technique works. • Students are directed to the discussion of 	30 Minutes

	<p>descriptive text material about person based on the material in the context of text such as the functions, the language features and given examples (Student-Centered)</p> <p>Questioning</p> <ul style="list-style-type: none"> Students are asked to ask if there is no clear from descriptive text about the theme person. <p>Exploring</p> <ul style="list-style-type: none"> The group are chosen by teacher with their pairs (Team-Building) The each group are chosen the topics in the theme and also got the picture and also codes. After that the students find the information about the topics. (Topic-Selection) The groups are found the topics who will be describe, next they make a note the codes giving by the teacher and also the students with each pairs share by asking and giving feedback the code theirs have done write related to the topics. (appendix 2) The groups shared the idea with the teacher about the topics they are chosen who will be describe. The students make the final draft with their group and discuss the result of the written text with the teacher. <p>Associating</p> <ul style="list-style-type: none"> The groups are asked to revise their writing and their final writing. <p>Communicating</p> <ul style="list-style-type: none"> Groups are asked to do the exercise based on the text in LCD and also collect the topics form to the teacher. (Evaluation). 	
--	---	--

<ul style="list-style-type: none"> • <i>Post Teaching</i> 	<ul style="list-style-type: none"> • Students are asked about difficulties what has been learned. • Guided students conclude the material that has been learned. • Teachers and students close the lesson by praying together. 	5 Minutes
--	---	-----------

I. LEARNING RESOURCES

- Text which related with descriptive text

J. ASSESMENT SYSTEM.

- Form : Written Form
- Materi/Technique : Writing Descriptive Text/Scaffolding
- Instrument : (Appendix 3)
- Rubric Score :

NO	The Element of Writing	Score
1.	Task Fullfilment/Content (The agreement with the title chosen)	20
2.	Organization (Paragraph Unity, coherence, and cohesion)	20
3.	Vocabulary (The precision of using vocabulary)	20
4.	Language (Used grammar, tenses, and pattern)	30
5.	Mechanics (Spelling and punctuation)	10
	Total	100

The final score= Task fulfillment/Content + Organization + Vocabulary + Language + Mechanics

Teacher,

Bandar Lampung,2018
Researcher,

ATI SULASMI, S.Pd.Ing
NIK.

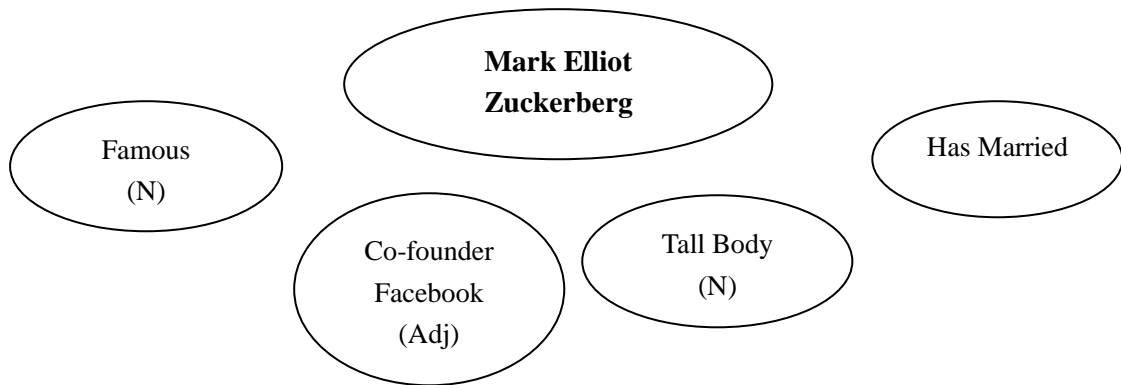
SITI ZAHRA PAKAS
NPM. 1411040362

Acknowledging,
Headmaster of SMP WIYATAMA

EVI VIRDIANA, S.Si.
NIK.

Appendix 1. Descriptive text about person.

Codes About Mark Elliot Zuckerberg

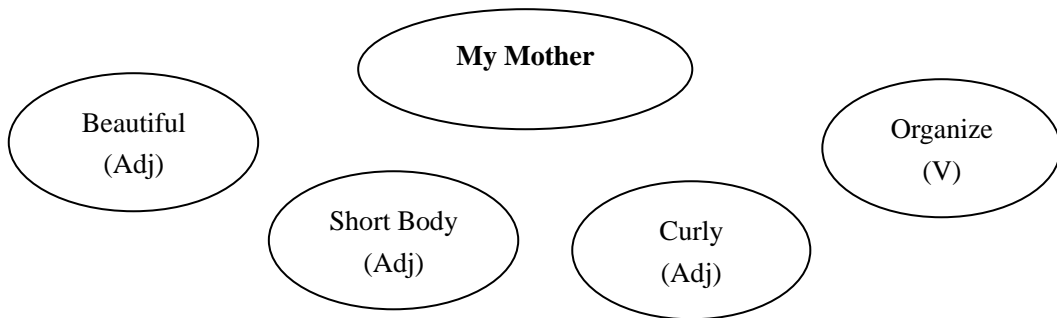
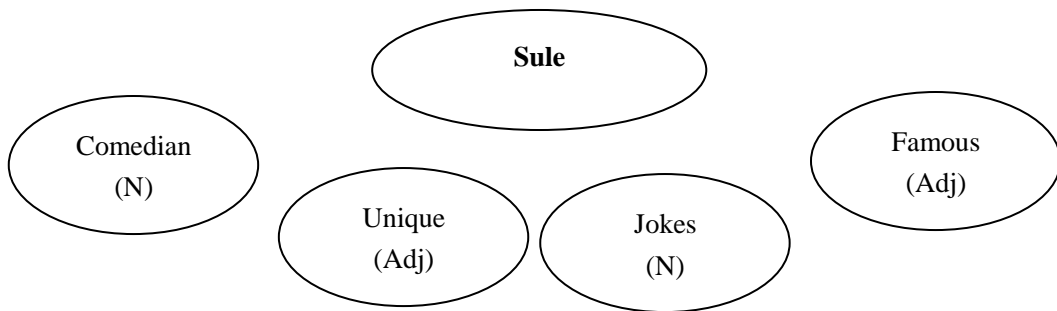
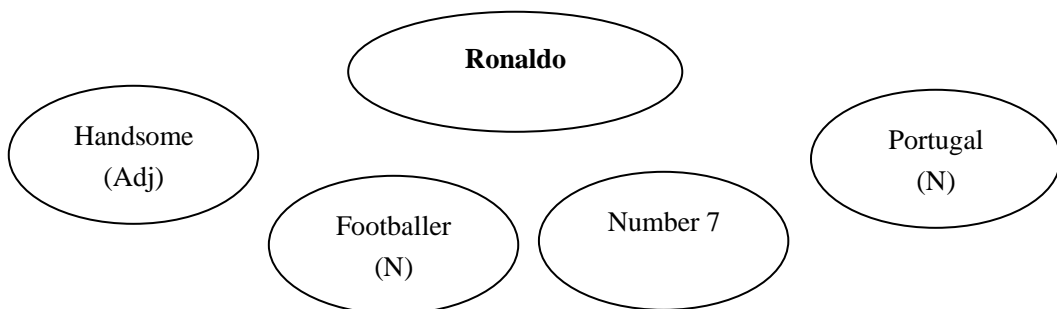


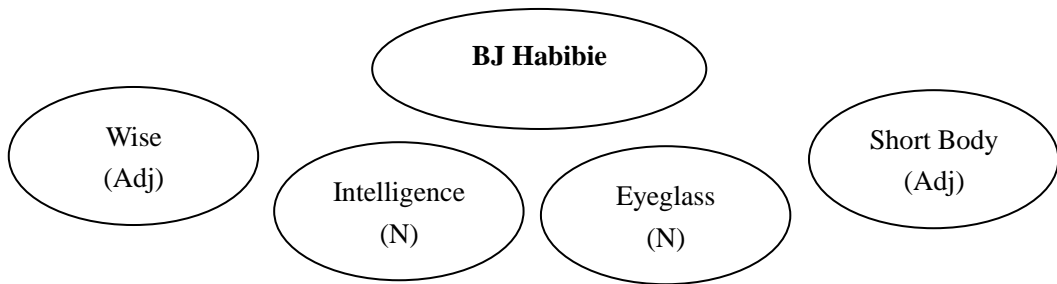
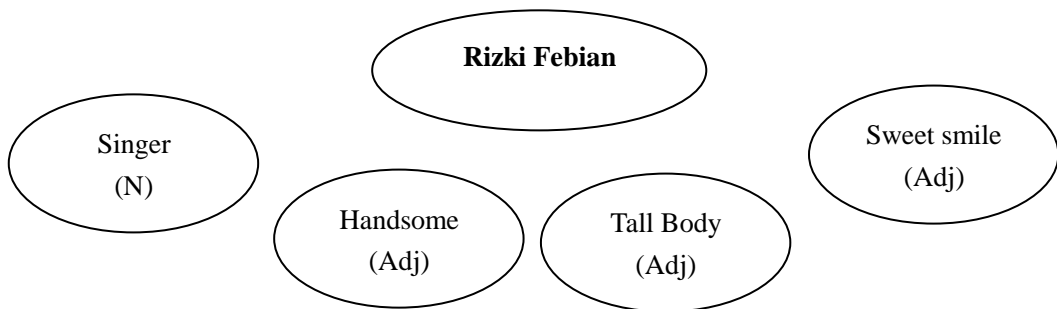
Example for Descriptive Text:

Mark Elliot Zuckerberg

Mark Elliot Zuckerberg is an American computer programmer and internet entrepreneur. He is the co-founder of Facebook, the famous social media. His name was in the list of 100 wealthiest and most influential people in the world since 2010 by Time magazine.

About his physical appearance, Mark's body is 170 centimeters tall with the weight 76 kilograms. His hair color is red and his eyes are blue. Mark Zuckerberg was born on 14th May 1984 in New York, USA. Therefore, he is 33 years old by 2017. Mark Zuckerberg has married to Priscilla Chan and they have one daughter named Maxima Chan Zuckerberg.

*Appendix 2.***A. Codes About My Mother****B. Codes About Sule****C. Codes About Ronaldo**

D. Codes Outline About BJ Habibie**E. Codes About Rizki Febian**

*Appendix 3***Test 1**

1. Write a descriptive text related to this topics, these are:
 - a. My Mother
 - b. Sule
 - c. Ronaldo
 - d. BJ Habibie
 - e. Rizki Febian
2. Write your text by using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 15

PEER FEEDBACK (Scaffolding Technique)

Author's name :

Reviewer's name :

1. Are you able to read the writing easily? What do you think about the writing?
(Give the number 1-5, and the comment)

.....

.....

.....

2. Does the writing consist of two generic structures in descriptive text?
(identify)

.....

.....

.....

3. Does the writing have the same idea with the mind mapping? (Identify)

.....

.....

.....

4. Is there any misspelling? (Identify without correction)

.....

.....

.....

5. Is there any problem with tense? (The tense should be in *Simple Present Tense*)

.....

.....

-
6. What do you think about the writing? What should be added to make the writing clearer?
-
-
-
7. If you are teacher, how score the writing? Why? (Scale 1-8)
-
-
-
8. As a student. What do you think about this writing task? (Scale 1-5 and give comment)
-
-
-



Describing outline about “Sule”:

1. His full name is Entis Sutisna
2. Famous comedian
3. Very unique
4. Has oval face
5. Has flat nose
6. Has slanting eyes
7. Full of jokes



Outline describing about “Ronaldo”

1. His full name is Cristian Ronaldo
2. Handsome
3. His shirt number is 7
4. Famous footballer
5. From Portugal



Outline describing about “BJ Habibie”

1. Wise person
2. Third president of Indonesia
3. High Intelligence
4. Has brown skin
5. Has short body
6. Wear eyeglass



Outline describing about “Rizki Febian”

1. Pop singer
2. Eldest son from Sule
3. Handsome
4. Good personality
5. Has sweet smile
6. Tall Body

Appendix 2.

Outline About Mother

1. Beautiful Person

My Mother

My Mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is good example to me. She loves being in the Church, and she loves sing and dance too. She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Text. 2 Sule

Sule

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Va Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Text 3. Ronaldo

Ronaldo

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

Text 4. BJ Habibie

BJ Habibie

There are seven peoples who have been the president of Indonesian Republic, but we think, our favourite one is third president named is Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibe was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. Here are some of his appereance, so you can capture him in your mind. He has brownny skin, sharp nose, thin eyebrows, sweet lips, short wavy, black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A. Turi Marini Puspwardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Because of his intelligence, he got a scholarship to learn about aircraft assembly in German.

Text 5. Rizki Febian

Rizki Febian

He professionally known as Rizky Febian, is an Indonesian singer, song writer, actor and TV presenter. He born in Bandung, February 25, 1998. Rizki Febian Adriansah is the eldest son of a famous comedian who has a name Indonesia Sule original Entis Sutisna and Lina. His name began to rebound and come to fill in some of the events on screen to entertain the audience. Rizky who is familiar greeting, more known to the public after often appeared with his father on the

screen. Later Rizky also frequently appeared on several TV programs.

His name began to be known since frequently appeared on TV with his father, he never played in the movie “Detective Sule Gecko” with his father, Rizky also been hosted in Kata-style quiz. He is now playing sinetron Super Dede in MNCTV acts as bumper sister Dede played by Dede Sunandar. Risky also known as one of the plays in some segments in Not Just Wayang care of his father in a segment Cepot Tips and Tips Ala Raditya Dika.

Test 1

4. Write a descriptive text related to this topics, these are:
 - f. My Mother
 - g. Sule
 - h. Ronaldo
 - i. BJ Habibie
 - j. Rizki Febian
5. Write your text by using generic structure that consists of introduction and description well.
6. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 8

LESSON PLAN

School : SMP WIYATAMA BANDAR LAMPUNG

Subject : English

Class/Semester : VIII/1st

Core Material : Descriptive Text

Theme : Animal

Time Allocation : 3 X 15 Minutes.

Meeting : 2

A. CORE COMPETENCES.

KI 1 : Respect and Appreciated the teaching of their religion.

KI 2 : Demonstrate the honest behavior, honest, discipline, responsibility, caring (tolerance, mutual cooperation), polite, self confidence, in interacting effectively with the social and natural environment and in placing the self as a reflection nation in the world.

KI 3 : Understanding and applying of knowledge (factual, conceptual, and procedural) based on his/her curious about science, technology, arts, culture, related causes of phenomena and appear event of eyes.

KI 4 : Process, Supply and reason of think in the concrete domain (utilize, become disentangled, string up, modify, and make) and abstract domain

(write, read, calculate, draw, and string) appropriate with what have done learn at school and another resource the same in a look angle/theory.

B. BASIC COMPETENCE

3.5 Apply social functions, text structures, language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal, appropriate with the using of context. (Unsure of language *there is/are*).

4.6 Arrange transactional interactions of text by spoken and written very shortly and simply that the written which given involve of step and require information related to person, thing, animal, appropriate with the context.

C. INDICATOR COMPETENCE ACHIEVEMENTS.

3.5.1. Comprehend the meaning as a spoken transactional interaction and written which given involve of step and require the structure of text, and the element of language descriptive text, related to person, thing and animal. (C1)

3.5.2. Identify the descriptive text by spoken and written with watch the learning text of structure related to person, thing, and animal. (C1)

3.5.3. Applied the social function, text structure and language element in descriptive text (C2)

4.6.1. Explain the structure of descriptive text (C2)

4.6.2. Make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
(C3)

4.6.3. Find detailed information in descriptive text. (C3)

D. GOALS LEARNING.

At the end learning process student are able to:

- 1). The students are able to identify the purpose of descriptive text.
- 2). The students are able to identify social functions, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 3). The students are able to apply social function, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 4). The students are able to explains the structure of descriptive text.
- 5). The students are able to make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
- 6). The students are able to find detailed information in descriptive text.

E. LEARNING MATERIAL.

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text that tells about person, thing, animal etc. The part that describes the animal in details (for example how its looks like, how slim/fat, how shape, nose, eyes, habit, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: I love him so much as my cute pet.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, size, shape etc in general word.

➤ Description

Describing physical, appearance, quality, behavior, etc. in specification describing related to general word who want to wrote before.

3. Language Features

•Simple present tense

-Using adjective

S + to be + Adj = My pet is a cat

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: house, my rabbit, etc.)
- Adjectives (example: long, tall, short, thick, etc.)
- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identifications \Rightarrow

My pet is a cat. My cat's name is Wloobie. He has soft brown and white fur. His eyes are brown. He has a round head and whiskers.

Descriptions \Rightarrow

His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying "Wluuuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me. I loved him so much as my cute pet.

Source: <https://www.englishcoo.com/contoh-descriptive-text-tentang-hewan/>

4. Communicative Function

To describe a particular person, thing or animal.

F. LEARNING METHOD.

- Approach : Scientific Approach
- Technique : Write Pair Square (WPS)

The student active by compares him/her has ideas before write, and with a partner share about an idea also discussing the result of it. The both of the techniques are working a group.

G. MEDIA AND LEARNING TOOL.

- Media : Picture, PPT, Text
- Learning Tool : Laptop, LCD, Marker.

H. LEARNING STEPS.

Seconds Meeting

Activity	Description	Time Allocation
<ul style="list-style-type: none"> • <i>Pre Teaching</i> 	<ul style="list-style-type: none"> • The students are prepared to start the learning process (praying, checking the attendance list, and preparing written tools. • The students are motivated in contextual term based on the aims of learning about descriptive text with the theme person/animal/thing • The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. 	10 Minutes
<ul style="list-style-type: none"> • <i>Whilst Teaching</i> 	<p>Students' Activity</p> <p>Observing</p> <ul style="list-style-type: none"> • The technique is introduced to the students, such as the technique works. • Students are directed to the discussion of 	30 Minutes

	<p>descriptive text material about animal based on the material in the context of text such as the functions, the language features and given examples (Student-Centered)</p> <p>Questioning</p> <ul style="list-style-type: none"> Students are asked to ask if there is no clear from descriptive text about the theme animal. <p>Exploring</p> <ul style="list-style-type: none"> The group are chosen by teacher with their pairs (Team-Building) The each group are chosen the topics in the theme and also got the picture and also codes. After that the students find the information about the topics. (Topic-Selection) The groups are found the topics who will be describe, next they make a note the codes giving by the teacher and also the students with each pairs share by asking and giving feedback the code theirs have done write related to the topics. (appendix 2) The groups shared the idea with the teacher about the topics they are chosen who will be describe. The students make the final draft with their group and discuss the result of the written text with the teacher. <p>Associating</p> <ul style="list-style-type: none"> The groups are asked to revise their writing and their final writing. <p>Communicating</p> <ul style="list-style-type: none"> Groups are asked to do the exercise based on the topics in LCD and also collect the form to the teacher. (Evaluation). 	
--	--	--

<ul style="list-style-type: none"> • <i>Post Teaching</i> 	<ul style="list-style-type: none"> • Students are asked about difficulties what has been learned. • Guided students conclude the material that has been learned. • Teachers and students close the lesson by praying together. 	5 Minutes
--	---	-----------

I. LEARNING RESOURCES

- Text which related with descriptive text

J. ASSESMENT SYSTEM.

- Form : Written Form
- Materi/Technique : Writing Descriptive Text/Scaffolding
- Instrument : (Appendix 3)
- Rubric Score :

NO	The Element of Writing	Score
1.	Task Fullfilment/Content (The agreement with the title chosen)	20
2.	Organization (Paragraph Unity, coherence, and cohesion)	20
3.	Vocabulary (The precision of using vocabulary)	20
4.	Language (Used grammar, tenses, and pattern)	30
5.	Mechanics (Spelling and punctuation)	10
	Total	100

The final score= Task fulfillment/Content + Organization + Vocabulary + Language + Mechanics

Teacher,

Bandar Lampung,2018
Researcher,

ATI SULASMI, S.Pd.Ing
NIK.

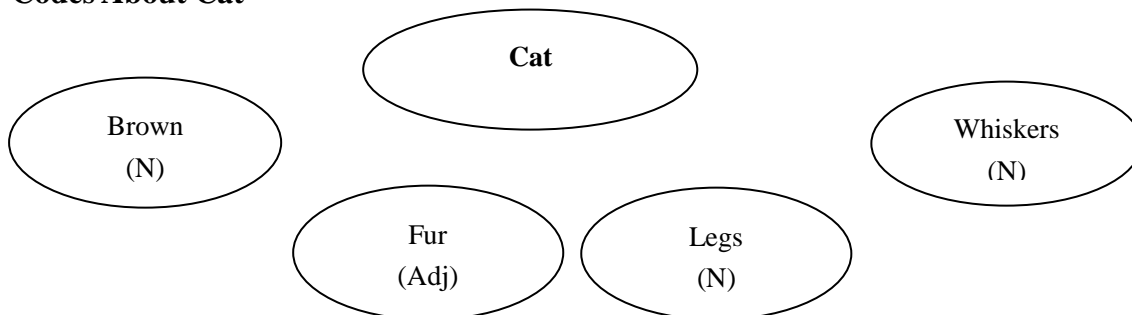
SITI ZAHRA PAKAS
NPM. 1411040362

Acknowledging,
Headmaster of SMP WIYATAMA

EVI VIRDIANA, S.Si.
NIK.

Appendix 1. Descriptive text about animal.

Codes About Cat



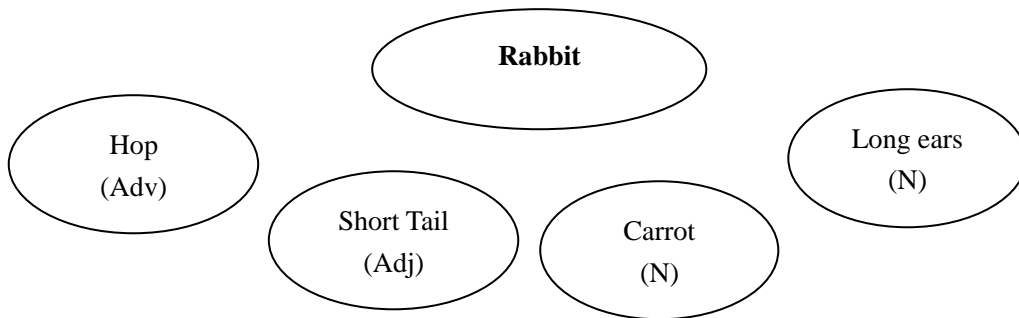
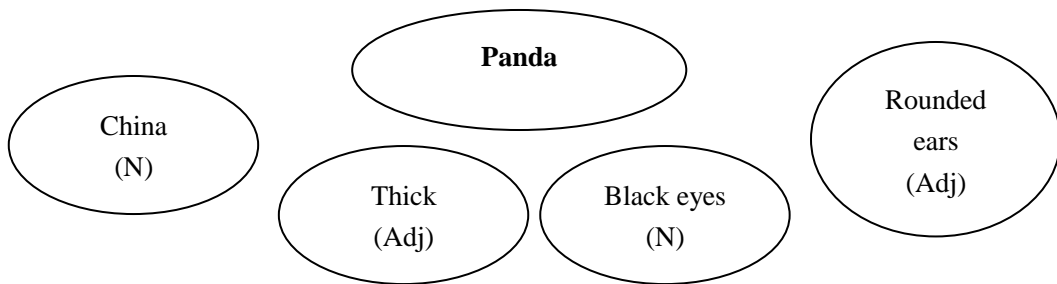
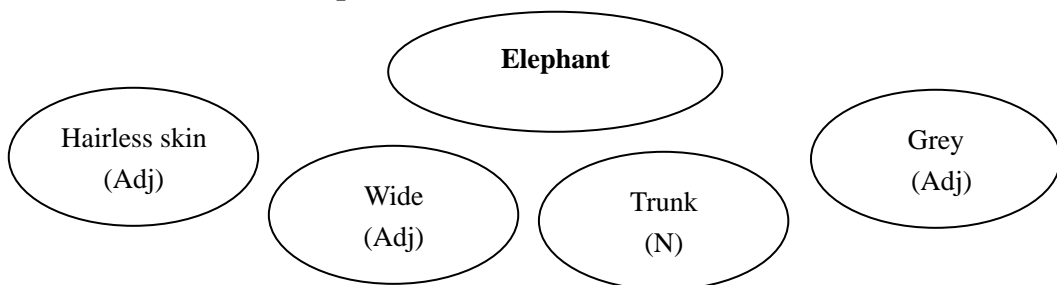
Example for Descriptive Text:

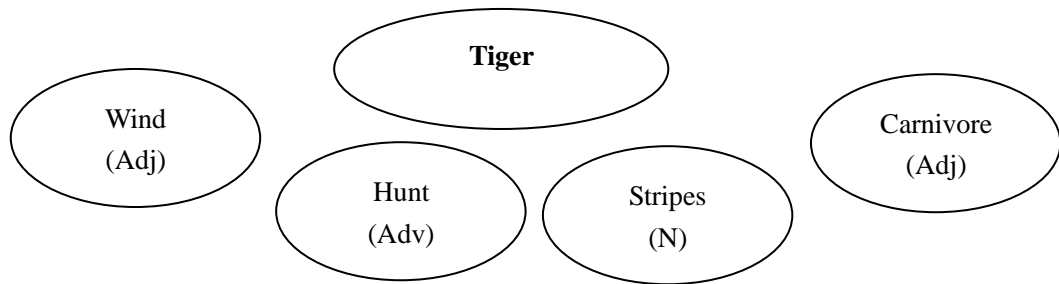
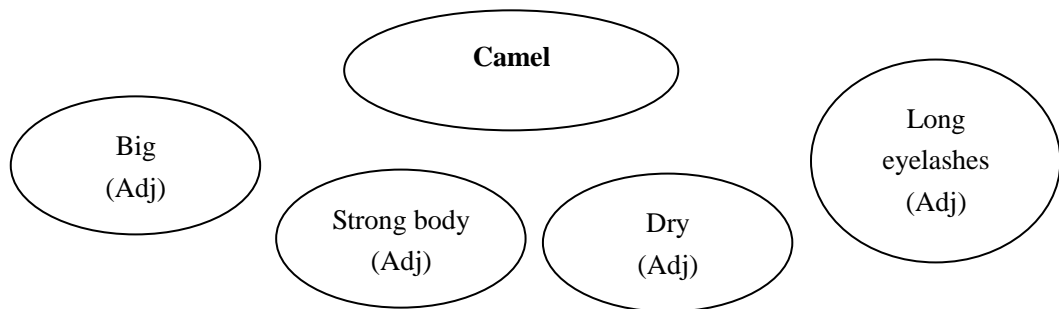
Cat

My pet is a cat. My cat's name is Wloobie. He has soft brown and white fur.

His eyes are brown. He has a round head and whiskers.

His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying "Wluuuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me. I loved him so much as my cute pet.

*Appendix 2.***A. Codes About Rabbit****B. Codes About Panda****C. Codes About Elephant**

D. Codes Outline About Tiger**E. Codes About Rizki Camel**

*Appendix 3***Test 1**

1. Write a descriptive text related to this topics, these are:
 - a. Rabbit
 - b. Panda
 - c. Elephant
 - d. Tiger
 - e. Camel
2. Write your text by using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 15.

PEER FEEDBACK

Author's name :

Reviewer's name :

1. Are you able to read the writing easily? What do you think about the writing?
(Give the number 1-5, and the comment)

.....

.....

.....

2. Does the writing consist of two generic structures in descriptive text?
(identify)

.....

.....

.....

3. Does the writing have the same idea with the mind mapping? (Identify)

.....

.....

.....

4. Is there any misspelling? (Identify without correction)

.....

.....

.....

5. Is there any problem with tense? (The tense should be in *Simple Present Tense*)

.....

.....

.....

6. What do you think about the writing? What should be added to make the writing clearer?

.....

.....

.....

7. If you are teacher, how score the writing? Why? (Scale 1-8)

.....

.....

.....

8. As a student. What do you think about this writing task? (Scale 1-5 and give comment)

.....

.....

.....

Appendix 2.

Outline About Mother

1. Beautiful Person

My Mother

My Mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is good example to me. She loves being in the Church, and she loves sing and dance too. She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Text. 2 Sule

Sule

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Va Java (OVJ), Awas Ada

Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Text 3. Ronaldo

Ronaldo

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

Text 4. BJ Habibie

BJ Habibie

There are seven peoples who have been the president of Indonesian Republic, but we think, our favourite one is third president named is Habibie. The reason why we like him the most amongs other president is because he has high intelligence and he is a wise person.

Habibe was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. Here are some of his appearance, so you can capture him in your mind. He has brownny skin, sharp nose, thin eyebrows, sweet lips, short wavy, black hair, and normal size eyes as Indonesia people in average. He has short body, he wear eyeglasses and always wear a cap,

also often wear coat or white clothes.

He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A. Turi Marini Puspwardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Because of his intelligence, he got a scholarship to learn about aircraft assembly in German.

Text 5. Rizki Febian

Rizki Febian

He professionally known as Rizky Febian, is an Indonesian singer, song writer, actor and TV presenter. He born in Bandung, February 25, 1998. Rizki Febian Adriansah is the eldest son of a famous comedian who has a name Indonesia Sule original Entis Sutisna and Lina. His name began to rebound and come to fill in some of the events on screen to entertain the audience. Rizky who is familiar greeting, more known to the public after often appeared with his father on the screen. Later Rizky also frequently appeared on several TV programs.

His name began to be knowbn since frequently appeared on TV with his father, he never played in the movie “Detective Sule Gecko” with his father, Rizky also been hosted in Kata-style quiz. He is now playing sinetron Super Dede in MNCTV acts as bumper sister Dede played by Dede Sunandar. Risky also known as one of the plays in some segments in Not Just Wayang care of his father in a segment Cepot Tips and Tips Ala Raditya Dika.

*Appendix 3***Test 1**

4. Write a descriptive text related to this topics, these are:
 - f. My Mother
 - g. Sule
 - h. Ronaldo
 - i. BJ Habibie
 - j. Rizki Febian
5. Write your text by using generic structure that consists of introduction and description well.
6. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 9

LESSON PLAN

School : SMP WIYATAMA BANDAR LAMPUNG

Subject : English

Class/Semester : VIII/1st

Core Material : Descriptive Text

Theme : Thing

Time Allocation : 3 X 15 Minutes.

Meeting : 3

A. CORE COMPETENCES.

KI 1 : Respect and Appreciated the teaching of their religion.

KI 2 : Demonstrate the honest behavior, honest, discipline, responsibility, caring (tolerance, mutual cooperation), polite, self confidence, in interacting effectively with the social and natural environment and in placing the self as a reflection nation in the world.

KI 3 : Understanding and applying of knowledge (factual, conceptual, and procedural) based on his/her curious about science, technology, arts, culture, related causes of phenomena and appear event of eyes.

KI 4 : Process, Supply and reason of think in the concrete domain (utilize, become disentangled, string up, modify, and make) and abstract domain

(write, read, calculate, draw, and string) appropriate with what have done learn at school and another resource the same in a look angle/theory.

B. BASIC COMPETENCE

3.5 Apply social functions, text structures, language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal, appropriate with the using of context. (Unsure of language *there is/are*).

4.6 Arrange transactional interactions of text by spoken and written very shortly and simply that the written which given involve of step and require information related to person, thing, animal, appropriate with the context.

C. INDICATOR COMPETENCE ACHIEVEMENTS.

3.5.1. Comprehend the meaning as a spoken transactional interaction and written which given involve of step and require the structure of text, and the element of language descriptive text, related to person, thing and animal. (C1)

3.5.2. Identify the descriptive text by spoken and written with watch the learning text of structure related to person, thing, and animal. (C1)

3.5.3. Applied the social function, text structure and language element in descriptive text (C2)

4.6.1. Explain the structure of descriptive text (C2)

4.6.2. Make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
(C3)

4.6.3. Find detailed information in descriptive text. (C3)

D. GOALS LEARNING.

At the end learning process student are able to:

- 1). The students are able to identify the purpose of descriptive text.
- 2). The students are able to identify social functions, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 3). The students are able to apply social function, text structures and language elements of oral transactional interaction and written which given involved steps and require information related to person, thing, and animal in descriptive text.
- 4). The students are able to explains the structure of descriptive text.
- 5). The students are able to make a descriptive text very shortly and simply related to person, thing, and animal, with watch the social of function, and the element of language.
- 6). The students are able to find detailed information in descriptive text.

E. LEARNING MATERIAL.

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

Descriptive text is a text that tells about person, thing, animal etc. The part that describes the thing in details (for example how size, colour, shape, etc).

Sometimes a descriptive text has a general comment at the end, for example:

I love my Teddy Bear very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as size, shape etc in general word.

➤ Description

Describing function, quality, etc. in specification describing related to general word who want to wrote before.

3. Language Features

•Simple present tense

-Using adjective

S + to be + Adj

It is my Teddy Bear

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)
- Adjectives (example: strong, tall, short, etc.)
- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identifications \Rightarrow

My favorite toy is a teddy bear. It's name is Ted.
My father gave it on my tenth birthday

Descriptions \Rightarrow

Ted is brown and white color. It has a ribbon around its neck. Ist is operated by a battery. It can walk and sit down. I like to play with Ted. I keep my Ted in my cupboard. I love my little Ted very much.

Source: <http://www.bahasaingrismudah.com/3-contoh-descriptive-text-tentang-boneka-kesaya-ngan-dan-artinya/>

4. Communicative Function

To describe a particular person, thing or animal.

F. LEARNING METHOD.

- Approach : Scientific Approach
- Technique : Write Pair Square (WPS)

The student active by compares him/her has ideas before write, and with a partner share about an idea also discussing the result of it. The both of the techniques are working a group.

G. MEDIA AND LEARNING TOOL.

- Media : Picture, PPT, Text
- Learning Tool : Laptop, LCD, Marker.

H. LEARNING STEPS.

Third Meeting

Activity	Description	Time Allocation
<ul style="list-style-type: none"> • <i>Pre Teaching</i> 	<ul style="list-style-type: none"> • The students are prepared to start the learning process (praying, checking the attendance list, and preparing written tools. • The students are motivated in contextual term based on the aims of learning about descriptive text with the theme person/animal/thing • The objectives learning or the basic competencies which wanted to be fulfill, the materials and descriptions of the syllabus activity are delivered to the students. 	10 Minutes
<ul style="list-style-type: none"> • <i>Whilst Teaching</i> 	<p>Students' Activity</p> <p>Observing</p> <ul style="list-style-type: none"> • The technique is introduced to the students, such as the technique works. • Students are directed to the discussion of 	30 Minutes

	<p>descriptive text material about thing based on the material in the context of text such as the functions, the language features and given examples (Student-Centered)</p> <p>Questioning</p> <ul style="list-style-type: none"> Students are asked to ask if there is no clear from descriptive text about the theme thing. <p>Exploring</p> <ul style="list-style-type: none"> The group are chosen by teacher with their pairs (Team-Building) The each group are chosen the topics in the theme and also got the picture and also codes. After that the students find the information about the topics. (Topic-Selection) The groups are found the topics who will be describe, next they make a note the codes giving by the teacher and also the students with each pairs share by asking and giving feedback the code theirs have done write related to the topics. (appendix 2) The groups shared the idea with the teacher about the topics they are chosen who will be describe. The students make the final draft with their group and discuss the result of the written text with the teacher. <p>Associating</p> <ul style="list-style-type: none"> The groups are asked to revise their writing and their final writing. <p>Communicating</p> <ul style="list-style-type: none"> Groups are asked to do the exercise based on the text in LCD and also collect the topics form to the teacher. (Evaluation). 	
--	---	--

<ul style="list-style-type: none"> • <i>Post Teaching</i> 	<ul style="list-style-type: none"> • Students are asked about difficulties what has been learned. • Guided students conclude the material that has been learned. • Teachers and students close the lesson by praying together. 	5 Minutes
--	---	-----------

I. LEARNING RESOURCES

- Text which related with descriptive text

J. ASSESMENT SYSTEM.

- Form : Written Form
- Materi/Technique : Writing Descriptive Text/Scaffolding
- Instrument : (Appendix 3)
- Rubric Score :

NO	The Element of Writing	Score
1.	Task Fullfilment/Content (The agreement with the title chosen)	20
2.	Organization (Paragraph Unity, coherence, and cohesion)	20
3.	Vocabulary (The precision of using vocabulary)	20
4.	Language (Used grammar, tenses, and pattern)	30
5.	Mechanics (Spelling and punctuation)	10
	Total	100

The final score= Task fulfillment/Content + Organization + Vocabulary + Language + Mechanics

Teacher,

Bandar Lampung,2018
Researcher,

ATI SULASMI, S.Pd.Ing
NIK.

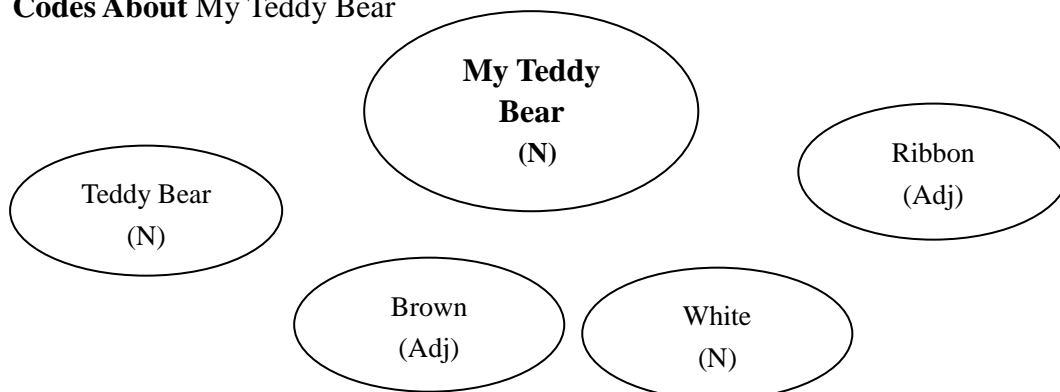
SITI ZAHRA PAKAS
NPM. 1411040362

Acknowledging,
Headmaster of SMP WIYATAMA

EVI VIRDIANA, S.Si.
NIK.

Appendix 1. Descriptive text about thing.

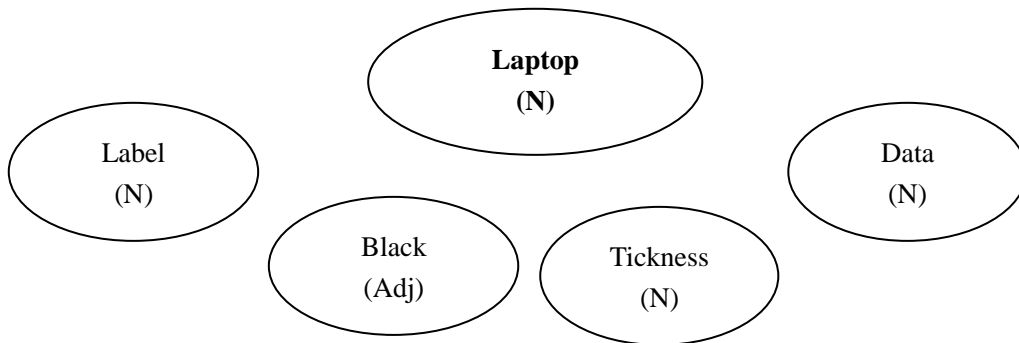
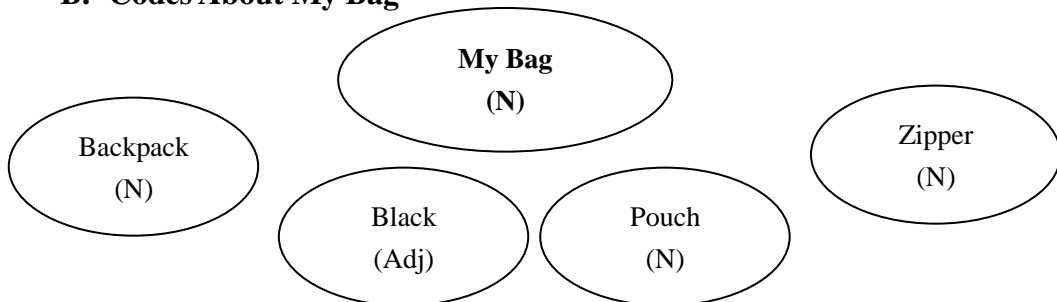
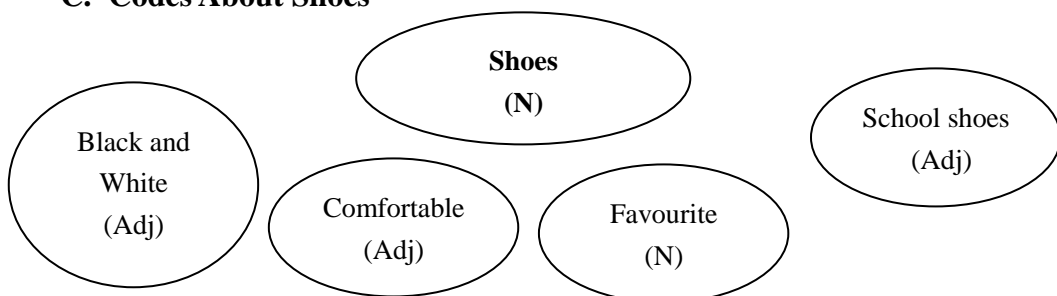
Codes About My Teddy Bear

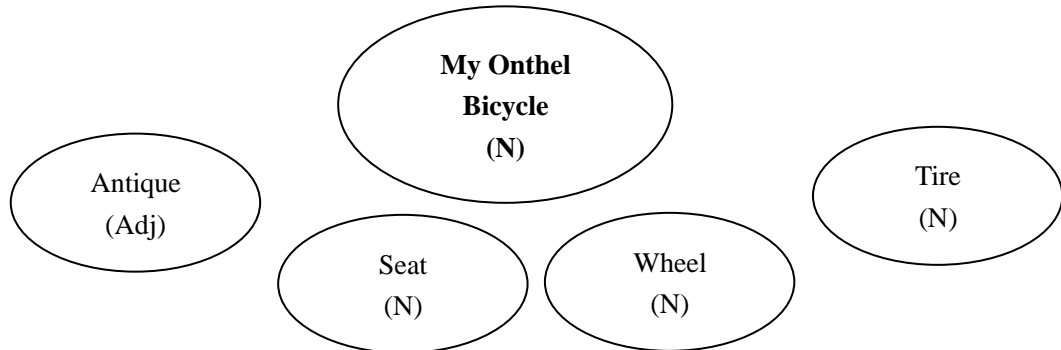
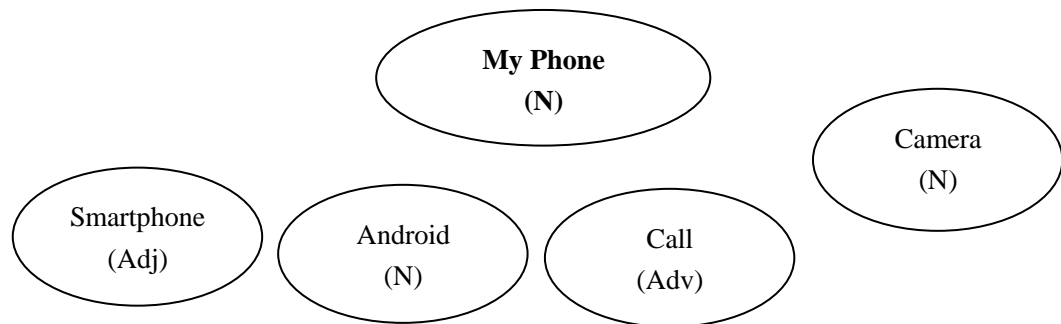


Example for Descriptive Text:

My Teddy Bear

My favorite toy is a teddy bear. It's name is Ted. My father gave it on my tenth birthday. Ted is brown and white color. It has a ribbon around its neck. Ist is operated by a battery. It can walk and sit down. I like to play with Ted. I keep my Ted in my cupboard. I love my little Ted very much.

*Appendix 2***A. Codes About Laptop****B. Codes About My Bag****C. Codes About Shoes**

D. Codes About My Onthel Bicycle**E. Codes About My Phone**

*Appendix 3***Test 1**

1. Write a descriptive text related to this topics, these are:
 - a. Laptop
 - b. My bag
 - c. Shoes
 - d. My Onthel Bicycle
 - e. My Phone
2. Write your text by using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consist of organization, content, vocabulary, language, and mechanic.

Appendix 10.**PEER FEEDBACK FOR SCAFFOLDING**

Author's name :

Reviewer's name :

1. Are you able to read the writing easily? What do you think about the writing?
(Give the number 1-5, and the comment)

.....

.....

.....

2. Does the writing consist of two generic structures in descriptive text?
(identify)

.....

.....

.....

3. Does the writing have the same idea with the mind mapping? (Identify)

.....

.....

.....

4. Is there any misspelling? (Identify without correction)

.....

.....

.....

5. Is there any problem with tense? (The tense should be in *Simple Present Tense*)

.....

.....

-
6. What do you think about the writing? What should be added to make the writing clearer?
-
-
-
7. If you are teacher, how score the writing? Why? (Scale 1-8)
-
-
-
8. As a student. What do you think about this writing task? (Scale 1-5 and give comment)
-
-
-

Appendix 2.

Outline About Mother

1. Beautiful Person

My Mother

My Mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is good example to me. She loves being in the Church, and she loves sing and dance too. She is very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Text. 2 Sule

Sule

His name full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese. Sule is very unique. His hair long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing.

Sule plays in several TV shows such as Opera Va Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

Text 3. Ronaldo

Ronaldo

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

Text 4. BJ Habibie

BJ Habibie

There are seven peoples who have been the president of Indonesian Republic, but we think, our favourite one is third president named BJ Habibie. The reason why we like him the most among other presidents is because he has high intelligence and he is a wise person.

Habibe was born in Pare-Pare, South Sulawesi, Indonesia, 25th of June 1936. His full name is Baharuddin Jusuf Habibie. Here are some of his appearance, so you can capture him in your mind. He has brown skin, sharp nose, thin eyebrows, sweet lips, short wavy, black hair, and normal size eyes as Indonesia

people in average. He has short body, he wear eyeglasses and always wear a cap, also often wear coat or white clothes.

He is the fourth child of eight siblings from married couple Alwi Abdul Jalil Habibie and R.A. Turi Marini Puspowardojo. Since childhood, he has already assertive, had strong principles, and also had smart brain. His hobby is horseback riding. His daddy was gone in 3rd September 1950 because of heart attack. Soon, after the death of his father, his mom sold their house vehicle, then they moved to Bandung. Habibie had a high desire to seek knowledge, so he get many achievement, especially in exact lessons. Because of his intelligence, he got a scholarship to learn about aircraft assembly in German.

Text 5. Rizki Febian

Rizki Febian

He professionally known as Rizky Febian, is an Indonesian singer, song writer, actor and TV presenter. He born in Bandung, February 25, 1998. Rizki Febian Adriansah is the eldest son of a famous comedian who has a name Indonesia Sule original Entis Sutisna and Lina. His name began to rebound and come to fill in some of the events on screen to entertain the audience. Rizky who is familiar greeting, more known to the public after often appeared with his father on the screen. Later Rizky also frequently appeared on several TV programs.

His name began to be knowbn since frequently appeared on TV with his father, he never played in the movie “Detective Sule Gecko” with his father, Rizky also been hosted in Kata-style quiz. He is now playing sinetron Super Dede in MNCTV acts as bumper sister Dede played by Dede Sunandar. Risky also known as one of the plays in some segments in Not Just Wayang care of his father in a segment Cepot Tips and Tips Ala Raditya Dika.

Appendix 3

Test 1

4. Write a descriptive text related to this topics, these are:
 - f. My Mother
 - g. Sule
 - h. Ronaldo
 - i. BJ Habibie
 - j. Rizki Febian
5. Write your text by using generic structure that consists of introduction and description well.
6. Write your text based on the aspects of writing that consist of organization,

content, vocabulary, language, and mechanic.

Appendix 29.**EXPERT VALIDATION FORM WRITING TEST****Direction:**

For each question, please give your response by ticking (√) a box representing your choice

No.	Questions	Yes	No	Comments
1.	Do the theme appropriated?			
2.	Do the indicators in the test instrument have covered the generic structure that consists of introduction and description?			
3.	Do the indicators in the test instrument have covered all the aspect of writing that consists of content, organization, vocabulary, language, and mechanics?			
4.	Does the time allocation quite effective?			

General Comments

Please give any general comment or suggestion you may have concerning this test development

.....

.....

.....

.....

Validator,

Ati Sulasmi, S.Pd.Ing

Appendix 20**TEST OF WRITING FOR POST-TEST**

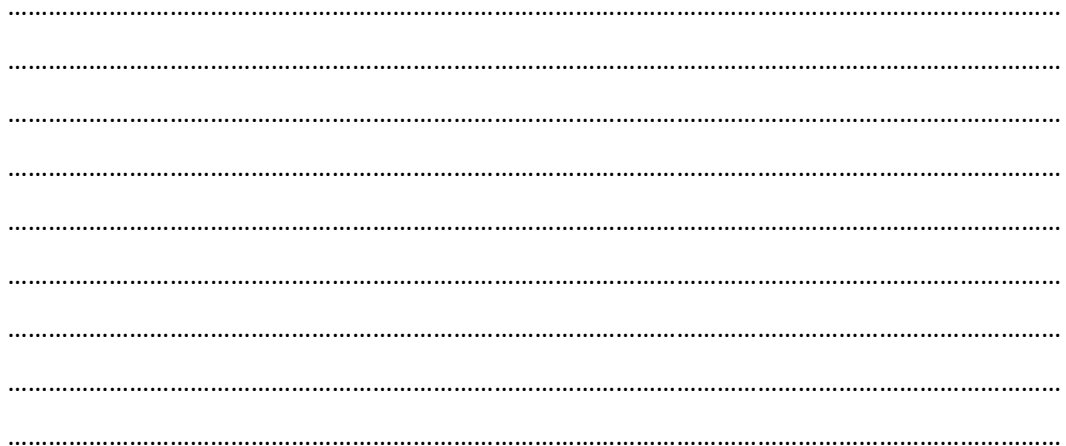
Name :
Class : VIII/ 60 Minutes
Subject/Skill : English/Writing

Directions:

- 1. Write your name and class clearly on the paper**
- 2. Use English dictionary to find out difficult words**
- 3. Do individually**

Instruction:

- 1. Write a descriptive text to the topics, these are:**
 - a. My Mother**
 - b. Panda**
 - c. My Bag**
- 2. Write your text using generic structure that consists of introduction and description well.**
- 3. Write your text based on the aspects of writing that consists of content, organization, vocabulary, language, and mechanics.**
- 4. You have the 60 minutes to do the text.**



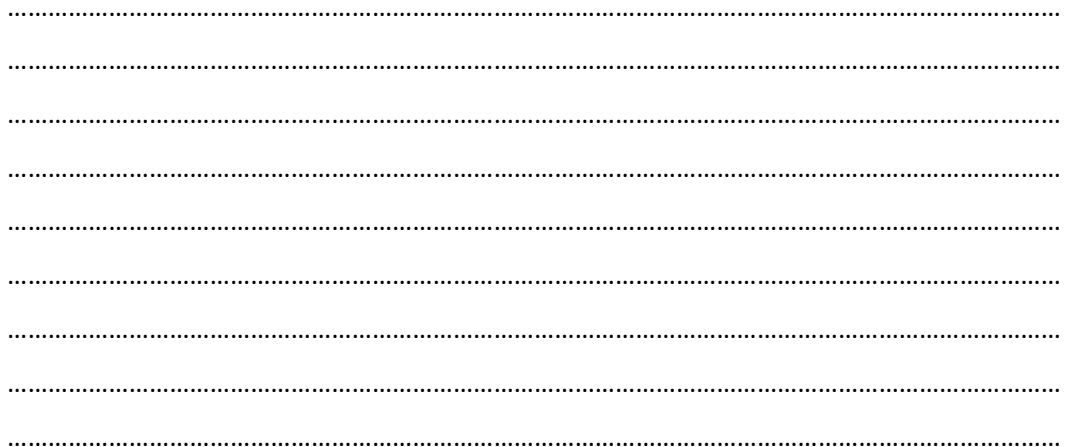
Name :
Class : VIII/ 60 Minutes
Subject/Skill :English/Writing

Directions:

1. Write your name and class clearly on the paper
2. Use English dictionary to find out difficult words
3. Do individually

Instruction:

1. Write a descriptive text to the topics, these are:
 - a. My Friend
 - b. Rabbit
 - c. Laptop
2. Write your text using generic structure that consists of introduction and description well.
3. Write your text based on the aspects of writing that consists of content, organization, vocabulary, language, and mechanics.
4. You have the 60 minutes to do the text.



Appendix 27

EXPERT VALIDATION FORM WRITING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice

No.	Questions	Yes	No	Comments
1.	Do the theme appropriated?			
2.	Do the indicators in the test instrument have covered the generic structure that consists of introduction and description?			
3.	Do the indicators in the test instrument have covered all the aspect of writing that consists of content, organization, vocabulary, language, and mechanics?			
4.	Does the time allocation quite effective?			

General Comments

Please give any general comment or suggestion you may have concerning this test development

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.....

.....

.....

Validator,

Ati Sulasmi, S.Pd.Ing

INSTRUMENT FOR READABILITY

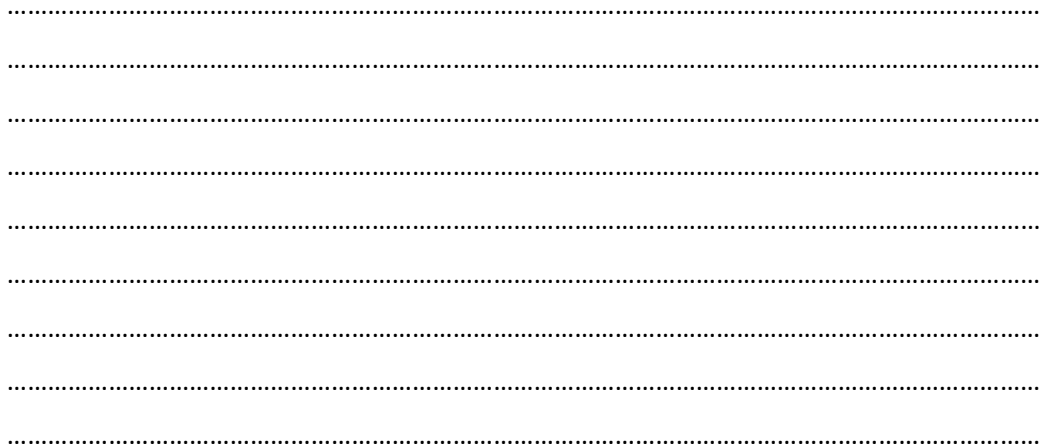
Name :
Class : VIII/ 60 Minutes
Subject/Skill : English/Writing

Directions:

- 1. Write your name and class clearly on the paper**
- 2. Use English dictionary to find out difficult words**
- 3. Do individually**

Instruction:

- 1. Write a descriptive text to the topics, these are:**
 - a. My Friend**
 - b. Rabbit**
 - c. Laptop**
- 2. Write your text using generic structure that consists of introduction and description well.**
- 3. Write your text based on the aspects of writing that consists of content, organization, vocabulary, language, and mechanics.**
- 4. You have the 60 minutes to do the text.**



READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale (1-10)	Comment
1.	Apakah anda memahami tema yang diberikan?				
2.	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari introduction dan description?				
3.	Apakah anda mamahami aspects of writing yang terdiri dari content, organization, vocabulary, language and mechanics?				
4.	Apakah anda memahami alokasi waktu yang diberikan?				

***1 describes an item is easy to read and 10 describes an item difficult to read.**

TEST OF WRITING FOR PRE-TEST

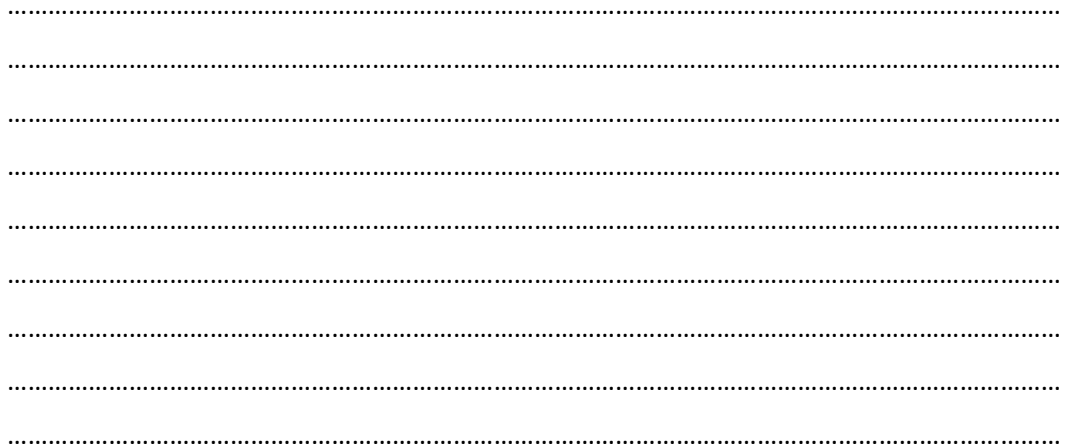
Name :
Class : VIII/ 60 Minutes
Subject/Skill :English/Writing

Directions:

- 4. Write your name and class clearly on the paper**
- 5. Use English dictionary to find out difficult words**
- 6. Do individually**

Instruction:

- 5. Write a descriptive text to the topics, these are:**
 - d. My Friend**
 - e. Rabbit**
 - f. Laptop**
- 6. Write your text using generic structure that consists of introduction and description well.**
- 7. Write your text based on the aspects of writing that consists of content, organization, vocabulary, language, and mechanics.**
- 8. You have the 60 minutes to do the text.**



INSTRUMENT TEST OF WRITING FOR POST-TEST

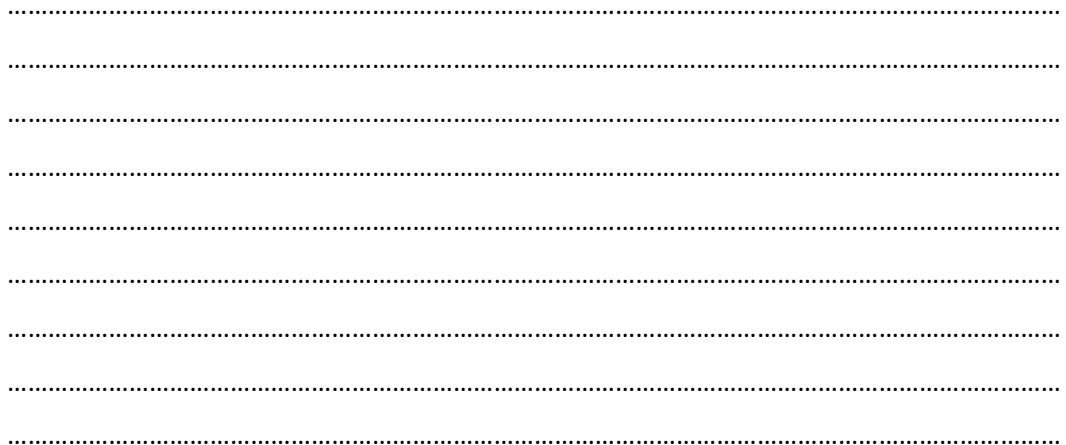
Name :
Class : VIII/ 60 Minutes
Subject/Skill :English/Writing

Directions:

- 1. Write your name and class clearly on the paper**
- 2. Use English dictionary to find out difficult words**
- 3. Do individually**

Instruction:

- 1. Write a descriptive text to the topics, these are:**
 - a. My Mother**
 - b. Panda**
 - c. My Bag**
- 2. Write your text using generic structure that consists of introduction and description well.**
- 3. Write your text based on the aspects of writing that consists of content, organization, vocabulary, language, and mechanics.**
- 4. You have the 60 minutes to do the text.**



EXPERT VALIDATION FORM WRITING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice

No.	Questions	Yes	No	Comments
1.	Do the theme appropriated?			
2.	Do the indicators in the test instrument have covered the generic structure that consists of introduction and description?			
3.	Do the indicators in the test instrument have covered all the aspect of writing that consists of content, organization, vocabulary, language, and mechanics?			
4.	Does the time allocation quite effective?			

General Comments

Please give any general comment or suggestion you may have concerning this test development

.....

.....

.....

.....

Validator,

Ati Sulasmi, S.Pd.Ing

TEST OF WRITING FOR POST-TEST

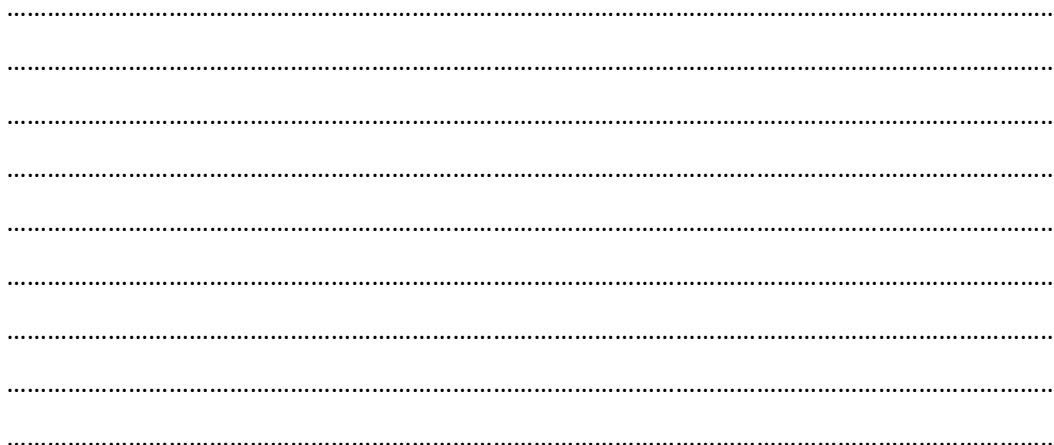
Name :
Class : VIII/ 60 Minutes
Subject/Skill : English/Writing

Directions:

- 4. Write your name and class clearly on the paper**
- 5. Use English dictionary to find out difficult words**
- 6. Do individually**

Instruction:

- 5. Write a descriptive text to the topics, these are:**
 - d. My Mother**
 - e. Panda**
 - f. My Bag**
- 6. Write your text using generic structure that consists of introduction and description well.**
- 7. Write your text based on the aspects of writing that consists of content, organization, vocabulary, language, and mechanics.**
- 8. You have the 60 minutes to do the text.**



Appendix 11

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale (1-10)	Comment
1.	Apakah anda memahami tema yang diberikan?				
2.	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari introduction and description?				
3.	Apakah anda memahami aspects of writing yang terdiri dari content, organization, vocabulary, language, and mechanics?				
4.	Apakah anda memahami alokasi waktu yang diberikan?				

***1 describes an item is easy to read and 10 describes an item difficult to read**

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale (1-10)	Comment
1.	Apakah anda memahami tema yang diberikan?				
2.	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari introduction and description?				
3.	Apakah anda memahami aspects of writing yang terdiri dari content, organization, vocabulary, language, and mechanics?				
4.	Apakah anda memahami alokasi waktu yang diberikan?				

***1 describes an item is easy to read and 10 describes an item difficult to read**

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No.	Question	Yes	No	Scale (1-10)	Comment
1.	Apakah anda memahami tema yang diberikan?				
2.	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari introduction and description?				
3.	Apakah anda memahami aspects of writing yang terdiri dari content, organization, vocabulary, language, and mechanics?				
4.	Apakah anda memahami alokasi waktu yang diberikan?				

***1 describes an item is easy to read and 10 describes an item difficult to read**

Catatan:

Pertanyaan

1. Apakah anda paham dengan petunjuk (instruction) No 1?
2. Apakah anda paham dengan petunjuk (instruction) No 2?
3. Apakah anda paham dengan petunjuk (instruction) No 3?
4. Apakah anda paham dengan petunjuk (instruction) No 4?

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above was 2.78 (lower than 4.46). it means that the instrument was readable.

Appendix 22

Normality Test Score Pre-Test in Experimental Class 1

Students	X	X2	mean	S	Z	K.Tetap	Table	Fz	ranking	Sz	Lobserve
E1-2	22	484	40.35714	15.5709	-1.17894	0.5	0.379	0.121	1	0.047619	0.073381
E1-11	23	529	40.36	15.5709	-1.1149	0.5	0.3665	0.1335	2	0.095238	0.0382619
E1-3	26	676	40.36	15.5709	-0.92223	0.5	0.3212	0.1788	4	0.190476	-0.0116762
E1-17	26	676	40.36	15.5709	-0.92223	0.5	0.3212	0.1788	4	0.190476	-0.0116762
E1-16	27	729	40.36	15.5709	-0.85801	0.5	0.3023	0.1977	5	0.238095	-0.0403952
E1-4	28	784	40.36	15.5709	-0.79379	0.5	0.2852	0.2148	6	0.285714	-0.0709143
E1-18	30	900	40.36	15.5709	-0.66534	0.5	0.2454	0.2546	7	0.333333	-0.0787333
E1-21	31	961	40.36	15.5709	-0.60112	0.5	0.2257	0.2743	8	0.380952	-0.1066524
E1-20	32	1024	40.36	15.5709	-0.5369	0.5	0.2019	0.2981	9	0.428571	-0.1304714
E1-14	35	1225	40.36	15.5709	-0.34423	0.5	0.1331	0.3669	10	0.47619	-0.1092905
E1-12	35.5	1260.25	40.36	15.5709	-0.31212	0.5	0.1217	0.3783	11	0.52381	-0.1455095
E1-1	39	1521	40.36	15.5709	-0.08734	0.5	0.0319	0.4681	13	0.619048	-0.1509476
E1-13	39	1521	40.36	15.5709	-0.08734	0.5	0.0319	0.4681	13	0.619048	-0.1509476
E1-6	40	1600	40.36	15.5709	-0.02312	0.5	0.008	0.492	14	0.666667	-0.17467
E1-8	48	2304	40.36	15.5709	0.490658	0.5	0.1879	0.6879	15	0.714286	-0.0263857
E1-7	49.5	2450.25	40.36	15.5709	0.586992	0.5	0.219	0.719	16	0.761905	-0.0429048
E1-10	53	2809	40.36	15.5709	0.81177	0.5	0.281	0.781	17	0.809524	-0.0285238
E1-5	57	3249	40.36	15.5709	1.068659	0.5	0.3554	0.8554	18	0.857143	-0.0017429
E1-9	59.5	3540.25	40.36	15.5709	1.229214	0.5	0.3888	0.8888	19	0.904762	-0.0159619
E1-15	72	5184	40.36	15.5709	2.031993	0.5	0.4788	0.9788	20	0.952381	0.026419
E1-19	75	5625	40.36	15.5709	2.22466	0.5	0.4868	0.9868	21	1	-0.0132

Appendix 23

Normality Test Score Pre-Test in Experimental Class 2

Students	X	X2	mean	S	Z	K.Tetap	Table	Fz	ranking	Sz	Lobserve
E2-1	21	441	38.42857	16.17891	-1.07724	0.5	0.3577	0.1423	1	0.047619	0.09468095
E2-3	22	484	38.43	16.17891	-1.01552	0.5	0.3438	0.1562	3	0.142857	0.01334286
E2-5	22	484	38.43	16.17891	-1.01552	0.5	0.3438	0.1562	3	0.142857	0.01334286
E2-4	23	529	38.43	16.17891	-0.95371	0.5	0.3289	0.1711	4	0.190476	-0.0193762
E2-10	25	625	38.43	16.17891	-0.83009	0.5	0.2967	0.2033	5	0.238095	-0.0347952
E2-14	26	676	38.43	16.17891	-0.76828	0.5	0.2764	0.2236	7	0.333333	-0.1097333
E2-20	26	676	38.43	16.17891	-0.76828	0.5	0.2764	0.2236	7	0.333333	-0.1097333
E2-11	27	729	38.43	16.17891	-0.70648	0.5	0.258	0.242	8	0.380952	-0.1389524
E2-6	28	784	38.43	16.17891	-0.64467	0.5	0.2389	0.2611	9	0.428571	-0.1674714
E2-21	30	900	38.43	16.17891	-0.52105	0.5	0.1985	0.3015	10	0.47619	-0.17469
E2-7	33	1089	38.43	16.17891	-0.33562	0.5	0.1293	0.3707	11	0.52381	-0.1531095
E2-15	36	1296	38.43	16.17891	-0.1502	0.5	0.0596	0.4404	12	0.571429	-0.1310286
E2-12	40	1600	38.43	16.17891	0.09704	0.5	0.0359	0.5359	13	0.619048	-0.0831476
E2-13	41	1681	38.43	16.17891	0.158849	0.5	0.0596	0.5596	14	0.666667	-0.1070667
E2-16	50	2500	38.43	16.17891	0.715129	0.5	0.2611	0.7611	17	0.809524	-0.0484238
E2-17	50	2500	38.43	16.17891	0.715129	0.5	0.2611	0.7611	17	0.809524	-0.0484238
E2-19	50	2500	38.43	16.17891	0.715129	0.5	0.2611	0.7611	17	0.809524	-0.0484238
E2-9	56	3136	38.43	16.17891	1.085982	0.5	0.3599	0.8599	18	0.857143	0.00275714
E2-18	57	3249	38.43	16.17891	1.147791	0.5	0.3729	0.8729	19	0.904762	-0.0318619
E2-2	72	5184	38.43	16.17891	2.074923	0.5	0.4808	0.9808	21	1	-0.0192
E2-8	72	5184	38.43	16.17891	2.074923	0.5	0.4808	0.9808	21	1	-0.0192

Appendix 24

Normality Test Score Post-Test in Experimental Class 1

Students	X	X2	mean	S	Z	K.Tetap	Table	Fz	ranking	Sz	Lobserve
E1-2	60	3600	73.61905	6.37555	-2.13614	0.5	0.4834	0.0166	1	0.047619	-0.031019
E1-3	65	4225	73.62	6.37555	-1.35204	0.5	0.4115	0.0885	4	0.190476	-0.1019762
E1-11	65	4225	73.62	6.37555	-1.35204	0.5	0.4115	0.0885	4	0.190476	-0.10198
E1-17	65	4225	73.62	6.37555	-1.35204	0.5	0.4115	0.0885	4	0.190476	-0.1019762
E1-4	70	4900	73.62	6.37555	-0.56779	0.5	0.2123	0.2877	6	0.285714	0.0019857
E1-19	70	4900	73.62	6.37555	-0.56779	0.5	0.2123	0.2877	6	0.285714	0.0019857
E1-18	72	5184	73.62	6.37555	-0.2541	0.5	0.0987	0.4013	8	0.380952	0.0203476
E1-21	72	5184	73.62	6.37555	-0.2541	0.5	0.0987	0.4013	8	0.380952	0.0203476
E1-20	73	5329	73.62	6.37555	-0.09725	0.5	0.0359	0.4641	9	0.428571	0.0355286
E1-1	74	5476	73.62	6.37555	0.059603	0.5	0.0199	0.5199	12	0.571429	-0.0515286
E1-12	74	5476	73.62	6.37555	0.059603	0.5	0.0199	0.5199	12	0.571429	-0.0515286
E1-14	74	5476	73.62	6.37555	0.059603	0.5	0.0199	0.5199	12	0.571429	-0.0515286
E1-13	75	5625	73.62	6.37555	0.216452	0.5	0.0832	0.5832	13	0.619048	-0.0358476
E1-6	76	5776	73.62	6.37555	0.373301	0.5	0.1443	0.6443	14	0.666667	-0.0223667
E1-7	77	5929	73.62	6.37555	0.53015	0.5	0.2009	0.7009	16	0.761905	-0.0610048
E1-8	77	5929	73.62	6.37555	0.53015	0.5	0.2009	0.7009	16	0.761905	-0.0610048
E1-10	78	6084	73.62	6.37555	0.687	0.5	0.2517	0.7517	17	0.809524	-0.0578238
E1-5	80	6400	73.62	6.37555	1.000698	0.5	0.3413	0.8413	19	0.904762	-0.0634619
E1-9	80	6400	73.62	6.37555	1.000698	0.5	0.3413	0.8413	19	0.904762	-0.0634619
E1-15	83	6889	73.62	6.37555	1.471246	0.5	0.4292	0.9292	20	0.952381	-0.023181
E1-16	86	7396	73.62	6.37555	1.941793	0.5	0.4738	0.9738	21	1	-0.0262

Appendix 25

Normality Test Score Post-Test in Experimental Class 2

Student	X	X2	mean	S	Z	K.Tetap	Table	Fz	ranking	Sz	Lobserve
E2-1	55	3025	75.90476	8.23198	-2.53946	0.5	0.4943	0.0057	1	0.047619	-0.04192
E2-3	60	3600	75.9	8.23198	-1.93149	0.5	0.4732	0.0268	2	0.095238	-0.06844
E2-4	65	4225	75.9	8.23198	-1.3241	0.5	0.4066	0.0934	4	0.190476	-0.09708
E2-5	65	4225	75.9	8.23198	-1.3241	0.5	0.4066	0.0934	4	0.190476	-0.09708
E2-10	74	5476	75.9	8.23198	-0.23081	0.5	0.091	0.409	5	0.238095	0.170905
E2-14	75	5625	75.9	8.23198	-0.10933	0.5	0.0398	0.4602	6	0.285714	0.17449
E2-20	76	5776	75.9	8.23198	0.012148	0.5	0.004	0.504	7	0.333333	0.170667
E2-6	76.5	5852.25	75.9	8.23198	0.072886	0.5	0.0279	0.5279	9	0.428571	0.099329
E2-11	76.5	5852.25	75.9	8.23198	0.072886	0.5	0.0279	0.5279	9	0.428571	0.099329
E2-7	77	5929	75.9	8.23198	0.133625	0.5	0.0517	0.5517	11	0.52381	0.02789
E2-21	77	5929	75.9	8.23198	0.133625	0.5	0.0517	0.5517	11	0.52381	0.02789
E2-12	78	6084	75.9	8.23198	0.255103	0.5	0.0987	0.5987	13	0.619048	-0.02035
E2-15	78	6084	75.9	8.23198	0.255103	0.5	0.0987	0.5987	13	0.619048	-0.02035
E2-13	80	6400	75.9	8.23198	0.498058	0.5	0.1879	0.6879	15	0.714286	-0.02639
E2-19	80	6400	75.9	8.23198	0.498058	0.5	0.1879	0.6879	15	0.714286	-0.02639
E2-16	81	6561	75.9	8.23198	0.619535	0.5	0.2291	0.7291	17	0.809524	-0.08042
E2-17	81	6561	75.9	8.23198	0.619535	0.5	0.2291	0.7291	17	0.809524	-0.08042
E2-9	82	6724	75.9	8.23198	0.741012	0.5	0.2704	0.7704	18	0.857143	-0.08674
E2-2	85	7225	75.9	8.23198	1.105445	0.5	0.3643	0.8643	20	0.952381	-0.08808
E2-18	85	7225	75.9	8.23198	1.105445	0.5	0.3643	0.8643	20	0.952381	-0.08808
E2-8	87	7569	75.9	8.23198	1.3484	0.5	0.4099	0.9099	21	1	-0.0901

Appendix 26

Analysis of Homogeneity Pre-Test

Experimental Class 2					Experimental Class 1				
No	X	mean	X - mean	(X-mean) ²	No	X	mean	X-mean	(X-mean) ²
1	21	38.43	-17.43	303.8049	1	22	40.36	-18.36	337.0896
2	22	38.43	-16.43	269.9449	2	23	40.36	-17.36	301.3696
3	22	38.43	-16.43	269.9449	3	26	40.36	-14.36	206.2096
4	23	38.43	-15.43	238.0849	4	26	40.36	-14.36	206.2096
5	25	38.43	-13.43	180.3649	5	27	40.36	-13.36	178.4896
6	26	38.43	-12.43	154.5049	6	28	40.36	-12.36	152.7696
7	26	38.43	-12.43	154.5049	7	30	40.36	-10.36	107.3296
8	27	38.43	-11.43	130.6449	8	31	40.36	-9.36	87.6096
9	28	38.43	-10.43	108.7849	9	32	40.36	-8.36	69.8896
10	30	38.43	-8.43	71.0649	10	35	40.36	-5.36	28.7296
11	33	38.43	-5.43	29.4849	11	35.5	40.36	-4.86	23.6196
12	36	38.43	-2.43	5.9049	12	39	40.36	-1.36	1.8496
13	40	38.43	1.57	2.4649	13	39	40.36	-1.36	1.8496
14	41	38.43	2.57	6.6049	14	40	40.36	-0.36	0.1296
15	50	38.43	11.57	133.8649	15	48	40.36	7.64	58.3696
16	50	38.43	11.57	133.8649	16	49.5	40.36	9.14	83.5396
17	50	38.43	11.57	133.8649	17	53	40.36	12.64	159.7696
18	56	38.43	17.57	308.7049	18	57	40.36	16.64	276.8896
19	57	38.43	18.57	344.8449	19	59.5	40.36	19.14	366.3396
20	72	38.43	33.57	1126.9449	20	72	40.36	31.64	1001.0896
21	72	38.43	33.57	1126.9449	21	75	40.36	34.64	1199.9296

Total	807
Mean	38.4286
S2	261.757
F Observed	1.07962
F Critical	2.12
Conclusion	Criteria test: accepted Ho if <i>Fobserved</i> < <i>Fcritical</i>

5235.1429

847.5
40.35714
242.4536

4849.0716

Appendix 27

Analysis of Homogeneity Post-Test

Experimental Class 2					Experimental Class 1				
No	X	mean	X - mean	(x-mean)2	No	X	mean	X-mean	(X-mean)2
1	55	75.9	-20.9	436.81	1	60	73.62	-13.62	185.5044
2	60	75.9	-15.9	252.81	2	65	73.62	-8.62	74.3044
3	65	75.9	-10.9	118.81	3	65	73.62	-8.62	74.3044
4	65	75.9	-10.9	118.81	4	65	73.62	-8.62	74.3044
5	74	75.9	-1.9	3.61	5	70	73.62	-3.62	13.1044
6	75	75.9	-0.9	0.81	6	70	73.62	-3.62	13.1044
7	76	75.9	0.1	0.01	7	72	73.62	-1.62	2.6244
8	76.5	75.9	0.6	0.36	8	72	73.62	-1.62	2.6244
9	76.5	75.9	0.6	0.36	9	73	73.62	-0.62	0.3844
10	77	75.9	1.1	1.21	10	74	73.62	0.38	0.1444
11	77	75.9	1.1	1.21	11	74	73.62	0.38	0.1444
12	78	75.9	2.1	4.41	12	74	73.62	0.38	0.1444
13	78	75.9	2.1	4.41	13	75	73.62	1.38	1.9044
14	80	75.9	4.1	16.81	14	76	73.62	2.38	5.6644
15	80	75.9	4.1	16.81	15	77	73.62	3.38	11.4244
16	81	75.9	5.1	26.01	16	77	73.62	3.38	11.4244
17	81	75.9	5.1	26.01	17	78	73.62	4.38	19.1844
18	82	75.9	6.1	37.21	18	80	73.62	6.38	40.7044
19	85	75.9	9.1	82.81	19	80	73.62	6.38	40.7044
20	85	75.9	9.1	82.81	20	83	73.62	9.38	87.9844
21	87	75.9	11.1	123.21	21	86	73.62	12.38	153.2644

Total	1594
Mean	75.9048
S2	67.7655
F Observed	1.66715
F Critical	2.12
Conclusion	Criteria test: accepted Ho if $F_{observed} < F_{critical}$

1355.31

1546
73.619
40.6476

812.9524

Appendix 30**Documentations**

Observation teacher in teaching learning process



Teaching learning process descriptive text by using Scaffolding

[illegible]

Response for students in teaching learning



Teaching learning process descriptive text using WPS



Team work in square



Students work in group by using Scaffolding



Students discussion the topics that is thing



Giving Post-Test for Class VIII B



Giving Post-Test for Class VIII C



Students do the Post-Test